



Do you like to be beside the seaside?

Year 1 Spring 2023

Linked Texts: The Storm Whale,
The Storm Whale in Winter, The
Sea Saw, Leo and the Octopus,
The Sound Collector,

Trips and visits Beach School



Geography

Intent: To develop a sense of place about where they live and the coast of Cornwall. To develop locational knowledge alongside knowledge of physical and human features of the Cornish coast. To engage with environmental concepts and understand the part they can play in caring for our coasts.

Skills and Knowledge

Use basic geographical vocabular to refer to key physical and human features
Use simple compass directions and locational and directional language to describe the locational features of features and routes on a map
Use ariel photographs and maps to recognise landmarks and basic human and physical features. Devise a simple map; use and construct basic symbols in a key.
Use simple fieldwork and observational skills to study the geography of the beach and the key human and physical features of its surrounding environment.

Sticky Knowledge:

I can identify Cornwall, Troon and some of the beaches I have visited on a map.
I can name my favourite beach and explain what I saw there using geographical vocabulary
I can name 5 physical features of a beach I have visited.
I can name the human features I saw at the coast.
I can use map symbols when reading a map and when creating my own map.

Vocabulary: beach, harbour, tide, cave, lifeguard station, cliff, lighthouse, coast, port, rockpool, shore, sand, boat, ship, waves, village, town, erosion, change, physical features, human features

Subject composite: Children create a floor book which showcases all their Geography knowledge and experiences of the Coast.

Impact: Children will develop their sense of belonging to Cornwall and an understanding of its coastline. They can talk about the features they have seen at different beaches and can explain how they can play a part in caring for our coasts.



Science Plants and Seasonal changes

Intent: Children will develop their understanding of living things. They will plant seeds in the winter and look for signs of growth moving into the spring. They will use scientific vocabulary to describe the plants they have grown. They will continue to develop their understanding of the seasons.

Skills and knowledge:

Identify and describe the basic structure of a variety of common flowering plants, including trees
Ask simple questions and recognise that they can be answered in different ways.
Observe closely, using simple equipment.
Gather and record data to help in answering questions
Observe changes across the four seasons

Sticky knowledge:

A plant is a living thing that usually grows in soil
A seed can be planted to grow into a new plant
Some seeds can be planted in winter but must be kept warm to grow.
Some plants have roots, a stem, leaves and flowers.
In Spring, the weather is usually warmer and plants can grow outside.
In spring some trees regrow their leaves.

Vocabulary: flower, leaf, stem, roots, seed, soil, trowel, plant, spring, daylight, night, weather, season, rain, sleet, cloud, sun, wind, snow

Subject composite :Children will plant seeds in the winter and watch them develop.

Impact: Children will further develop their understanding of the world around them and understand how plants grow and the impact on the seasons.



Science Animals

Intent: Children will develop their understanding of living things and be introduced to the categories of animals and their different features.

Skills and knowledge:

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
Ask simple questions and recognise that they can be answered in different ways.
Gather and record data to help answer questions.
Work scientifically by identifying and classifying.
Use observations and ideas to suggest answers to questions.

Sticky knowledge:

Mammals have fur or hair on their bodies. Some mammals are pets and some live in the wild.
Birds have wings, beaks and feathers. Some birds can fly others cannot.
Fish live in water and have scales on their bodies.
Fish have fins to help them swim and gills to help them breathe underwater.
Amphibians live on land and in the water. They have webbed feet.
Reptiles have dry skin and have scales on their bodies.
Animals are carnivores, herbivores or omnivores. I can explain what these words mean.

Vocabulary: animal, mammal, fur, wild animal, pet, bird, wing, beak, feathers, flipper, webbed feet, fish, fin, tail, scales, gills, amphibian, frog, toad, newt, reptile, scales, lizard, crocodile, turtle, carnivore, sharp teeth, wild animal, herbivore, plants, vegetable, fruit, omnivore

Subject composite: Children to visit the beach and look for different types of animals. They will use their scientific understanding and scientific language when describing animals.

Impact: Children understand that animals are different and have different features. They will have developed their scientific vocabulary.



Art

Intent: They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. Children are introduced to the fact that they can make drawings as a result of observation, and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel. Children begin to use sketchbooks to record their ideas.

Skills and knowledge:

Develop the use of line, pattern and shape.
Use a range of materials including chalk, water soluble pencils, pens
Begin to use sketch books to record ideas
Explore the work of artists

Sticky knowledge:

I know that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.
I can explain that there are different drawing tools and I know they make different marks. E.g. soft pencil, graphite stick, handwriting pen.
I can explain for water effects graphite and pen.
I know that continuous line means I don't take my drawing tool off the paper.
I know observational drawing means looking and thinking carefully about shape, pattern, colour when I am drawing.

Vocabulary: spiral, movement, pressure, motion, line, continuous Line, small, slow, larger, faster, careful, hand, wrist, elbow, shoulder, graphite, chalk, pen, drawing surface, oil pastel, dark, light, blending mark making, colour, pattern

Subject composite: Children to explore spirals and spiral patterns using found objects on their beach school sessions. Children to explore a range of drawing materials and work on both large and small scales.

Impact: Children understand how their body and movements effect the marks they make on a page. They have a developed understanding of a range of art materials and can talk about their effects.



Intent: To design an ice cream van to take ice creams to the beach.

Skills, and Knowledge Components

Focus

Design a functional product with a purpose for themselves and others.
Draw and label pictures of their design ideas.
Discuss their ideas and explain their choices.
Name the tools they are using and know how to use them safely.
Use given tools to cut, shape, join and finish products.
Explore different materials and components to find appropriate ways of joining materials.
Create models with wheels and axels.
Explore, investigate and use existing products.
Say whether or not their product does the job it is supposed to.

Sticky Knowledge:

- That a mechanism is a part that makes something work.
- Wheels are circular objects that roll on the ground, helping vehicles and other objects to easily move.
- Axels are rods that help wheels to rotate.
- Wheels and axels are mechanisms that make something move.

Key Vocabulary: masking tape, PVA glue, Pritt stick, scissors, saw, tear, mechanism, wheels, axels, axel holder, dowel, chassis, design, make, evaluate, materials, join, tools, shape, saw

Subject Composite: Children to design, make and evaluate an ice cream van.

Impact: Children will see themselves as an engineer and have the confidence to design, make and evaluate a product.



Do you like to be beside the seaside?

Reception Spring 2023

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Sea Saw, Leo and the Octopus,
The Sound Collector,

Trips and visits Beach School



Geography

Intent: To develop a sense of place about where they live and the coast of Cornwall. To build on children's experiences of the world around them and their local community by visiting a range of beaches near to their home.

Skills and Knowledge

Explore and respond to natural phenomena at school and on trips.

Describe what they see, hear and feel whilst outside or on trips.

Use all senses to explore natural materials.

Talk about what they see, using a wide vocabulary.

Draw information from a simple map.

Explore the natural world around them.

Recognise some environments that are different from the one in which they live.

Sticky Knowledge:

I can identify Cornwall, Troon and some of the beaches I have visited on a map.

I can name my favourite beach and explain what I saw there using geographical vocabulary

I can use my senses to describe my environment.

I can use map symbols when reading a map and when creating my own map.

Vocabulary: beach, harbour, tide, cave, lifeguard station, cliff, lighthouse, coast, port, rockpool, shore, sand, boat, ship, waves, village, town, change

Subject composite: Children create a floor book which showcases all their Geography knowledge and experiences of the Coast.

Impact: Children will develop their sense of belonging to Cornwall and an understanding of its coastline. They can talk about the features they have seen at different beaches and can explain how they can play a part in caring for our coasts.



Science Plants and Seasonal changes

Intent: Children will develop their understanding of living things. They will plant seeds in the winter and look for signs of growth moving into the spring. They will continue to develop their understanding of the seasons.

Skills and knowledge:

Plant seeds and care for growing plants

Describe what they see, hear and feel whilst outside or on our trips.

Understand the effects of changing seasons on the natural world around them.

Sticky knowledge:

A plant is a living thing that usually grows in soil.

A seed can be planted to grow into a new plant

Some seeds can be planted in winter but must be kept warm to grow.

In Spring, the weather is usually warmer and plants can grow outside.

In spring some trees regrow their leaves.

Vocabulary: flower, leaf, seed, soil, trowel, plant, spring, daylight, night, weather, season, rain, sleet, cloud, sun, wind, snow

Subject composite: Children will plant seeds in the winter and watch them develop.

Impact: Children will further develop their understanding of the world around them and understand how plants grow and the impact on the seasons.



Science Animals

Intent: Children will develop their understanding of living things and be introduced to the categories of animals and their different features.

Skills and knowledge:

Understand the key features of the life cycle of an animal.

Understand the need to respect and care for the natural environment and all living things.

Explore the natural world around them

Describe what they see, hear and feel whilst outside

Sticky knowledge:

I know that there are different types of animals.

I know that some animals have pets.

I can describe an animal.

I know some animals live on land and some in the water.

I know some animals lay eggs.

Vocabulary: animal, fur, wild animal, pet, bird, wing, beak, feathers, flipper, fish, fin, tail, scales, frog, toad, newt, lizard, crocodile, turtle, sharp teeth.

Subject composite: Children to visit the beach and look for different types of animals. They will use their scientific understanding and scientific language when describing animals.

Impact: Children understand that animals are different and have different features. They will have developed their scientific vocabulary.



Art

Intent: They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. Children are introduced to the fact that they can make drawings as a result of observation, and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel. Children begin to use sketchbooks to record their ideas.

Skills and knowledge:

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning; refining ideas and developing their ability to represent them.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Sticky knowledge:

I know that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.

I can explain that there are different drawing tools and I know they make different marks.

I know observational drawing means looking and thinking carefully about shape, pattern, colour when I am drawing.

Vocabulary: spiral, movement, line, small, slow, larger, faster, careful, hand, wrist, elbow, shoulder, chalk, pen, drawing surface, oil pastel, dark, light, mark making, colour, pattern

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Intent: To design an ice cream van to take ice creams to the beach.

Skills, and Knowledge

Join different materials and explore different textures.

Develop their own ideas and decide which materials to use to express them.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning; refining ideas and developing their ability to represent them.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Create collaboratively sharing ideas, resources and skills.

Sticky Knowledge:

· Wheels are circular objects that roll on the ground, helping vehicles and other objects to easily move.

· Axels are rods that help wheels to rotate.

· Wheels and axels are mechanisms that make something move.

Key Vocabulary: masking tape, PVA glue, Pritt stick, scissors, saw, tear, wheels, axels, axel holder, dowel, chassis, design, make, evaluate, materials, join, tools, shape, saw

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