



Year 1

Science:

- To observe changes across the four seasons.
- To observe and describe weather associated with the seasons and how day length varies.

Plants

To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
To identify and describe the basic structure of a variety of common flowering plants, including trees.

Geography:

- identify seasonal and daily weather patterns
- the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- key physical features, including: beach, cliff, coast, sea, ocean, river, harbour, season and weather
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Seaside's in the past

Music: Oh I do like to be beside....

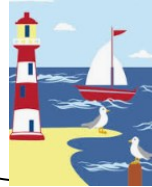
Sea shanties,

Charanga: Round and round

BBC Teach: Sun, sea and song

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.
To play tuned and untuned instruments musically.
To listen with concentration and understanding to a range of high-quality live and recorded music.
To experiment with, create, select and combine sounds using the inter-related dimensions of music.

Why do we love being beside the seaside?



English:

Key genres: Stories, poetry, Instructions, Postcards

Key texts: Hello Lighthouse, How does a lighthouse work? Commotion in the ocean,

The Lighthouse Keeper's lunch and other stories

Art:

Seaside scenes

Foil fishes

Clay starfish

To use a range of materials creatively to design and make products
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

RE: Why and how do people pray? What makes our world so special?

DT:

Make a lighthouse

Making sandwiches. To use the basic principles of a healthy and varied diet to prepare dishes.
To understand where food comes from.
To design purposeful, functional, appealing products for themselves and other users based on design criteria.

To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

To select from and use a range of tools and equipment to perform practical tasks.
To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
To explore and evaluate a range of existing products.
To evaluate their ideas and products against design criteria.
To build structures, exploring how they can be made stronger, stiffer and more stable
To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Computing: [create a story](#) , Scratch and E safety