



Autumn

THEME: Life at Sea

Spiritual, Moral, Social and Cultural

Development:

Personal, Social, Health and Emotional Development:

- Class/school codes of conduct: fair/unfair; kind/unkind; right/wrong; listening; shoring - co-operative play; negotiation to resolve issues: school council.
- Shropshire Respect Yourself: RSE Choices and Challenges - comfortable/uncomfortable/acceptable/unacceptable physical contact
- Say No to Bullying
- People who help us - occupations (Road safety, fire safety, rail safety)
- SEAL: Good to be me - recognise their own strengths and set goals/challenges

RE:

- What is truth? RQ11 (Holy Books: Torah; Bible; Koran; Guru Granth)
- RE: RQ14& 2: Why celebrate? What do we look forward to? What are my special times? DIVALI and CHRISTMAS. In carnation (UC): Why do Christians perform activity plays at Christmas? (F2) Why does Christmas matter to Christians? (1.3)

Physical Development:

Dance – Story telling dance with RNL.I. BBC Dance: Oceans

Multi – skills

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
 - perform dances using simple movement patterns.

Knowledge and Understanding of the World (Humanities):

- Consider going to the seaside – Where did you go for your summer holidays? Use basic geographical vocabulary to refer to:
 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - Compare with local maps/mapping: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
 - name and locate the world's seven continents and five oceans
- Consider seaside holidays and how they have changed? (U3) Investigate rise of days out to seaside due to access by steam train. Consider the first train...

1829 AD The Rainhill trials, are held to discover whose locomotive would run on the world's first railway.

- (History - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life) - events beyond living memory that are significant nationally or globally
- Consider the RNL.I, it's history and Grace Darling (unit 4) (Lives of significant individuals in the past who have contributed to national and international achievements.)

As scientists we will focus on:

- Electricity - link to lighthouse (including aspects of working scientifically and being safe)
- Light and dark (including day length) **Can we change the shape of the shadow by changing the shape of the object.** Working Scientifically - Uses observations and ideas to suggest answers to questions.
- Observe changes/weather across the 4 seasons. **Which day of the week will the most rain fall?** Gathers and records data to help in answering questions.

Creative Development (Arts):

- DT: Explore mechanisms (levers, sliders, wheels, axels etc). Design, make and evaluate a winding mechanism for the Lighthouse Keeper's Lunch (unit 2c)
- ART: Explore different media – pastel, paint, watercolour, chalk etc in creating water/sea pictures to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Study of artists: David Hockney and Gauguin
- Light and Dark – observational drawing: silhouette pictures/charcoal
- MUSIC: Explore timbre in music. Listening to musical extracts: what does it make you think of (weather). Debussy: La mer.
 - Continue to develop our ongoing music skills
 - use their voices expressively and creatively by singing songs and speaking chants and rhymes
 - play tuned and untuned instruments musically
 - listen with concentration and understanding to a range of high-quality live and recorded music
 - experiment with, create, select and combine sounds using the inter-related dimensions of music.

Communication, Language and Literacy:

- As appropriate to pupil progress - see expectations for year group
- Letters and Sounds Progression
- Foundation Stage Curriculum
- Extended Stories – Lighthouse Keeper's Lunch Series
- Visit the Sea Life Centre
 - Recounts Y1:
 - Information Texts
 - Poems on a theme

Mathematical Development:

- As appropriate to pupil progress - see expectations for year group
- Foundation Stage Curriculum

As experts in Computing we will use:

- Technology safely and respectfully: keep personal information private; identify where to go for help and support (concerns about contact/content).
- ESafety: Acceptable Use Policy
- Communication: Text - entering words/using word banks/changing appearance (Publish, Word)
- Multi media – using photography3 - labelling and classifying
- Y1.1.3: We are painters. EYFS: We are creative. Explore graphics packages such as Revelation Natural Art and 2 Paint
- Research for seafire: Finding Out things - Use National Geographic for kids - search with straight forward lines of enquiry
- Y1: We are treasure hunters. Control - Making things happen with programmable toys, sequence of instructions - using large grid map of world program a Beebot to different seas - creatures(use 2go) EYFS: 16 We can count

Role Play Focus:

- RNL.I - People that help us
- Police station

Art Focus:

- Different Media for under the sea

Construction:

- -Small world – marina, fire station