

**CURRICULUM MAP
YEAR 1**

SUMMER TERM 2

Seaside

Science
Humans

National Curriculum ref:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Milestone ref:

- Identify and classify.
- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
- Identify how humans resemble their parents in many features.

Science

Seasonal changes (on-going)

National Curriculum ref:

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

Milestone ref:

- Observe the apparent movement of the Sun during the day.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

English

Theme link:

Reports about school trips and seaside towns.
Traditional tales relating to the seaside.

Content:

Traditional Tales
Report

Milestone ref:

- Plan by talking about ideas and writing notes.
- Use some of the characteristic features of the type of writing used.
- Write for a variety of purposes.
- Use well-chosen adjectives.
- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.
- Write about more than one idea.
- Group related information.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.
- Learn some new ways to represent phonemes.
- Spell common exception words correctly.
- Read aloud writing with some intonation.

Geography

Theme link:

Changes in the weather
Seaside - UK and contrasting country coastal towns.

National Curriculum ref:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Content:

Children will develop their locational knowledge and explore a contrasting non-European country,.

Milestone ref:

- Identify seasonal and daily weather patterns in 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.
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

**CURRICULUM MAP
YEAR 1**

SUMMER TERM 2

Seaside

PSHE

Theme link:

P.E. – Maintaining a healthy lifestyle
Science – Seasonal changes
Computing – E Safety

Content:

Ready, Steady, Go

This unit is about safety. The children will develop ways of keeping safe in everyday situations, playing outside, cyber / road safety.

Milestone ref:

- Join in with familiar activities.
- Concentrate on things of interest.
- Work hard with the help of others.
- Begin to seek help when needed.
- Express doubts and fears.
- Explain feelings in uncomfortable situations.
- Listen to people who try to help.
- Act on some ideas.
- Show an understanding that ones own behaviour affects other people.
- Listen to other people's point of view.

P.E.

Theme link:

Sports Day practice.

Content:

Athletics

Milestone ref:

- Athletic activities are combined with games in Year 1.

History

Theme Link

Grace Darling – sea rescue

National Curriculum ref:

Lives of significant individuals.
Wide range of everyday historical terms.

Milestone ref:

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Use dates where appropriate.
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.
- Describe historical events.
- Recognise that there are reasons why people in the past acted as they did.

Trips:/Enrichment

- Visit the seaside
- Design, make and sell ice creams for a parent event.

ART

Theme link:

Water colours of seascapes / boats and ships.
Beach hut printing.

Content:

Use a range of materials

Work of a range of artists – Winslow Homer.

Children will be studying pictures of storms and the sea. They will be painting pictures of stormy seas and add sand and other materials to paint to give different textures.

Milestone ref:

- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.
- Use a wide range of tools to create different textures, lines, tones, colours and shape (digital media)
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.
- Mimic print from the environment (e.g. wallpapers).
- Use objects to create prints (e.g. fruit, vegetables or sponges).