

Year Group:1 Term: Summer

Challenge pack

Buckets and Spades

Learning Challenge

How can we bring the seaside to the city?



Class texts—whole class reading, extracts, thematic books

Main texts for planning:



Additional books from book web:

At the Beach, Sally and the Limpet, Magic Beach, The lighthouse keepers lunch, Poems about the Seaside, Seaside Poems

Cognitive skills / Meta-learning— specific teaching examples to use in learning



CAF — What do we already know about the beach? What could we use to help us share our learning of the beach?



OPV— What do people that haven't been to the beach need to know?



PMI—when we go to the seaside, discuss the positives, minus- es and interesting points.

Hooks or memorable experiences

Children will take a trip to West-ern super-mare to experience the beach in real life; donkey rides, ice creams and paddling in the sea all included.



Challenge outcome—what will the outcome look like to demonstrate learning?

Children will hold an event that shows key knowledge and understanding of the beach and the difference to their local area.

Killer Questions—those asked to measure understanding of pupils

What are the human features of our local area?

Where do you find a beach?

When do we tend to visit the beach?

What are the human and physical features typically found at a beach?

Year group	1	Term	Summer	Challenge Pack	Buckets and Spades Plan and design a gallery that brings the seaside to the city	
SUBJECT FOCUS (delete as required)	Children will learn about / will know WHAT? (Declarative knowledge)		Children will know HOW TO...? (Procedural knowledge)		Prior learning (Schemata)	Vocabulary
History	<ul style="list-style-type: none"> Changes in living memory – people travelling to the seaside and going on holiday to the beach Victorian time period—what was it like at the beach? How does the past at the beach contrast to today? 		<ul style="list-style-type: none"> H1.1b Sequence artefacts and photographs from different periods on a simple timeline. H1.2c Start to ask how and why things might have happened in the past H1.3d Compare aspects of life in different periods 		<ul style="list-style-type: none"> About the lives of significant individuals in the past who have contributed to national and international achievements. Contrasting people of different times and places Local history – what is it like where we live now and in the past—helping us to then contrast with the beach as a different place in the past. 	Past Sequence Artefact Victorian Modern Changes Time Photographs
Geography	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas Identify seasonal and daily weather patterns in the United Kingdom Local area and contrasting area—make contrasts between what is found in each type of area and compare Name and identify key physical features: beach, cliff, coast, sea, ocean, season and weather. Identify key human features, including: city, town, village, factory, farm, house, office and shop 		<ul style="list-style-type: none"> G1.1 b Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas G1.2b 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 G1.2c Use basic geographical vocabulary to refer to: key physical features Identify differences between two regions (e.g. a small area of the UK and a small area in a contrasting non-European country) G1.3b Use basic geographical vocabulary to refer to key human features, 		<ul style="list-style-type: none"> Name, locate the four countries and capital cities of the United Kingdom and surrounding seas Use world maps, atlases and globes to identify countries and oceans Local area of school and surroundings Contrast between area in UK and non EU country (Autumn) 	England, Ireland, Scotland, Wales Sea, Ocean, English channel, Atlantic ocean, North sea Autumn, Winter, Spring, Summer Morning, afternoon, evening. Weather, seasons. Beach, cliff, coast, sea, ocean. City, town, village, factory, farm, house, office and shop
RE	<ul style="list-style-type: none"> Stories of the Sikh Gurus A place to belong- The Gurdwara 		<ul style="list-style-type: none"> Give simple accounts of what stories and other texts mean to believers. Give examples of how people use texts to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 		Key figures in religions and religious heroes Right and wrong behaviours Celebrations in Sandwell R-Where do we belong	Guru's Seva, Langar, charity, SAWM, Dhunni Chand , Gurdwara
DT	<ul style="list-style-type: none"> Seaside photo frames – joining materials, creating own designs for photos taken Name and identify a range of appropriate materials and tools 		<ul style="list-style-type: none"> D1.1a Use my own ideas and experiences to generate a design idea D.1.1d Create a simple plan of how to make my product D1.3a Choose appropriate materials and tools D1.3c Cut out a range of materials 		<ul style="list-style-type: none"> Costume, clothing, headdress – different countries designs 	Wood Join Glue Saw Hinge Cut Stick
Art	<ul style="list-style-type: none"> Sketching, drawing—landscapes (different to portraits) -art that represents the beach Creating different textures—how different materials such as layering tissue paper and sanding down, or adding sand to pictures, or using acrylic paint can create a different texture in an image 		<ul style="list-style-type: none"> A2.1a Record and explore ideas from first hand observation or from experience and imagination A2.2a Know that different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen A2.2b Use a range of tools and media to experiment with line and shade. A2.4c Combine and explore texture to create an effect 		<ul style="list-style-type: none"> Study of famous portraiture artists Portraits - painting - what does a portrait show? 	Landscape Portrait Paint Sketch Pencil Charcoal Pastel Pen Paint Layer
ICT and Computing	<ul style="list-style-type: none"> Paint programmes 		<ul style="list-style-type: none"> C1.2a Use technology purposefully to create 		<ul style="list-style-type: none"> Online safety (Computer Science) 	Design