

## Year 1 Curriculum Links Spring 2

# Under the sea



### Enrichment:

Visit to the Deep

### Immersion:

Inside a Submarine

### English

- Tiddler- biography- Use book to find out key information and record in a biography
- Tiddler- Create own story about Tiddler riding somewhere on a seahorse. Where does he go? What is it like there?
- Make up another 'tell-tale' that Tiddler might tell. How would he explain this to his teacher?
- The Snail and The Whale- Identifying the rhyming words. Can the children continue a rhyming string?
- Create rhyming poetry based on what they have read in the book
- What could the characters be saying? Complete speech bubbles- Use knowledge of text to complete and also children's original ideas.
- Newspaper report- Who saved the whale?
- Newspaper report link to newsround/espresso news
- Reading comprehension- Record on I pads
- Recount- The Deep trip visit
- Write a set of instructions on how to look after a goldfish.
- Finding Nemo- How was Nemo feeling on his adventure- Getting lost- not listening to parents
- How was Nemo feeling when he was trapped inside the goldfish bowl?

### Mathematics

- Time- Sequencing different events- In the book- Link to their everyday life
- Tiddler link- Are there any clocks in the story? What time do they show? (Hours, minutes, seconds)
- How many different types of sea creatures can we see? How could we group them? Count them- Look at counting in 2's & 5's introducing tables
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher- Under the sea objects
- Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Link to fish tanks/aquarium
- Describing position- Link to saving people from the shark
- Sea fishing activity- Matching the numbers to the words- Have we made a good catch?

### Geography

#### **Geographical skills and fieldwork**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### PE

- 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.

### Science

#### **Plants**

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

#### **Animals including humans**

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### **Everyday Materials**

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

#### **Seasonal Changes**

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

### Music

- 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.

### 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

### SMSC

- Moral – Was Nemo right to wonder off? What should he have done? Who should he have listened to? Link to stranger danger and respect.
- Social- Water safety
- Social- Rainbow fish- How did he make friends in the end? Why is sharing important?

### DT

#### **Design**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### **Make**

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### **Evaluate**

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

#### **Technical knowledge**

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

#### **Cooking & Nutrition**

- use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

### Computing

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### Art & Design

- 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
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

### RE

- **Theme:** Easter Palm Sunday
- **Key Question:** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?
- **Religion:** Christianity