

Year 1	How has our world changed? Autumn 2		
Resilience		Passion	Strength
<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• How did people travel to go on holiday in the past?</li> <li>• What do we mean by seaside?</li> <li>• What was going to the seaside like in the past?</li> <li>• What did people do at the seaside?</li> <li>• Which seaside areas were popular to visit and why?</li> <li>• How do we know what holidays were like in the past?</li> </ul>		<p><b>Essential Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know that people in the UK used to travel by train to go on holiday and can compare that to how people travel today.</li> <li>• I can identify different seaside resorts on a map.</li> <li>• I can identify physical and human features of a seaside resort.</li> <li>• I can identify period specific features of a seaside holiday.</li> <li>• I can look at photographs and objects from the past and give reasons as to how we know they belong in the past.</li> <li>• I can identify key towns and cities in the UK and the countries they belong to.</li> </ul>	
<p><b>Art</b></p> <p>Observational drawing of a shell (drawing)</p> <p>Vocab: contour, cross-hatching, detail, flat, form, highlights, line, mark, negative, outline, pencil, shadows, shape, sketching, solid, stippling, 3D, 2D</p>	<p><b>English</b></p> <p><i>Key Texts</i></p> <p>Katie Morag’s Island Stories Lucy &amp; Tom: At the Seaside The Lighthouse Keeper’s Lunch At the Beach</p> <p><i>Writing Opportunities</i></p> <p>Write a message in a bottle Write a setting description of an English seaside town Create a holiday poster that persuades people to visit an English seaside town</p> <p><i>Grammar</i></p> <p>Using nouns and verbs to create sentences Using adjectives to add description Using conjunctions to add detail</p>	<p><b>History</b></p> <p>Comparing ways of travel in the past and present How holidays have changed over time by identifying period specific features Similarities and differences between seaside resorts in the past and seaside resorts today Identifying objects and photographs that have come from the past</p> <p>Vocab: past, present, future, objects, photographs, timeline, drawing, living memory, sources of evidence, then and now, similar, different, travel, the Victorians, opinion, importance, change</p>	<p><b>History Targets – A Year 1 Historian</b></p> <p>I can use words and phrases like: old, new and a long time ago. I can recognise that some objects belonged to the past. I can explain how I have changed since I was born. I can explain how some people have helped us to have better lives. I can ask and answer questions about old and new objects. I can spot old and new things in a picture. I can explain what an object from the past might have been used for.</p>

	Using a range of punctuation including question marks and exclamation marks		
<p><b>DT</b> Make a puppet theatre (textiles and structure)</p> <p>Vocab: designing, choose, try out ideas, discuss, drawing, label, list, join, fix, plan, scissors, tape, structure, strong, wall, roof, hinge, fixed, handle</p>	<p><b>Maths</b> <i>Key Skills</i> Subtraction by finding the difference Comparing addition and subtraction statements Shape investigation Tens and ones Using numbers within and up to 20</p> <p><i>Cross Curricular Opportunities</i> Shape investigation at the seaside: what 2D and 3D shapes can we see in a seaside seen?</p> <p>Catching the train code-breaking activity using addition and subtraction number sentences</p> <p>Choosing shapes for shells linked to art</p>	<p><b>Geography</b> I can explain how the weather changes in different areas of the UK making some seaside resorts more popular than others I can identify human and physical features at the seaside I can use maps to identify towns and cities in the UK I know what countries different seaside resorts are based in within the UK.</p> <p>Vocab: creatures, people, plants, natural environment, physical features, human features, local area, map, country, UK, towns, cities, seaside, transport, coast, beach, sand, port, harbour, lighthouse</p>	<p><b>Geography Targets - A Year 1 Geographer</b> I can keep a weather chart and answer questions about the weather. I can explain where I live and tell someone my address. I can explain some of the main things that are in hot and cold places. I can explain the clothes that I would wear in hot and cold places. I can explain how the weather changes throughout the year and name the seasons. I can name the four countries in the United Kingdom and locate them on a map. I can name some of the main towns and cities in the United Kingdom.</p>
<p><b>Additional links</b> <b>Global Learning:</b> SMSC/Jigsaw/RE taught by Mrs Hart <b>Citizenship:</b> women in space (space week during first week back) <b>ICT/Computing:</b> Computing taught stand alone</p>	<p><b>Science</b> <i>Seasonal changes</i> What happens in winter? How does this compare to autumn? Clothes we wear in winter Link to holidays that you might take in winter</p> <p>Vocab: winter, autumn, temperature, daylight, hours, night,</p>	<p><b>WOW Starter</b> Lighthouse Keeper Letter: children to investigate making model lighthouses and creating simple circuits</p> <p><b>Visits</b> N/A</p>	<p><b>Links to previous topics and skills</b> <i>Science</i></p> <ul style="list-style-type: none"> <li>- learning about autumn and the weather/day changes that we go through</li> <li>- use of key vocabulary (animals, classes, herbivore, carnivore, omnivore, features) to identify and describe different animals</li> </ul>

<p><b>Music</b> taught stand alone.</p> <p><b>PE:</b> winter dance</p> <p><b>Homework/Independent Learning:</b>  <b>English:</b> Write a poem about a holiday you have experienced. It does not have to be seaside specific. You could write a short rhyming poem or an acrostic poem using a word such as holiday.  <b>Maths:</b> Create a word problem activity booklet for your friends to practise their math skills. Include addition and subtraction statements. Try to write at least 3 word problems.  <b>Science:</b> Compare the similarities and differences between a seaside resort of your choice in each of the four seasons. Create a report of your findings.  <b>History:</b> Create a shoebox model of a Victorian seaside town with at least three period specific features.  <b>Geography:</b> Investigate what you might find in a rock pool. Draw a picture and label the different features you can see.  <b>Art:</b> Create a lighthouse paper maché model.</p>	<p>dark, Sun, Earth, Moon, weather, ice, rain, snow, clouds, fog, wind, sunrise, sunset, day length</p> <p><i>Animals including humans</i>  Human body parts and senses  Link senses to things we experience at the seaside/on holiday  Consolidation of animal learning from autumn 1</p> <p>Vocab: sight, touch, hearing, smell, taste, legs, arms, hands, fingers, foot, eyes, nose, mouth, ears, head, human, body, heart, brain, lungs, stomach, hair, elbows, neck, teeth, food, breathe, pump, blood, think, digest</p>		<p><i>History</i></p> <ul style="list-style-type: none"> <li>- identifying items and objects from the past and present</li> <li>- asking questions about sources of history and being able to identify how we know something is from the past/present</li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>- identifying the four countries of the UK</li> </ul>
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