

Under the Sea



Year 1

Topic Web



YEAR 1 Spring 2

MATHS

This half term in maths, we will start by learning about measurement. We will look at objects which are smaller or larger, shorter and longer before moving on to learn how to use a ruler. We will then be moving on to learning about mass and volume in maths too. We will continue to do our place value work in our mental maths and recalling our number bonds to 20.

ENGLISH

In Literacy we will be writing a thank you letter to the Sea City Museum, writing a recount of our trip and then moving on to a fiction book called 'The Storm Whale' to fit with our 'under the sea' topic.



Under the Sea

THE ARTS AND DT

ART: We will be drawing self-portraits and learning how to do these correctly. We will then apply our skills and paint portraits of Capitan Edward Smith. We will also look at the sea scape artist Turner.

MUSIC: We will be following our scheme Charanga Music.

DT: We will be creating Titanic rooms and thinking how we can make our structures stronger.

HISTORY

We will be learning all about the Titanic throughout our History week in week 3. We will be thinking and understanding how this is a historical event that happened in our own locality. We will be learning to understand how there were different social classes during this time and how this reflects today's world. We will also be thinking about the different theories on how the titanic sank through drama. We will be ending our history week with our titanic dress up day!

Cupernham Infant school

SCIENCE

We will be learning about different materials and their properties. We will be describing these properties and investigating which material is best for making our own boat which will float and not sink!

PSHE

We will be following our Jigsaw scheme of learning. This half term we will be learning all about 'Changing Me'. We will learn how we are all unique; know who to talk to if they are worried about change and also look forward to change.

COMPUTING

We will be using websites to help us research the Titanic. We will be doing this to link to our history learning and for writing up our non-fiction writing in history week.

PE

In PE we will be developing our sending and receiving skills in order to play team games.

TITANIC DRESS UP DAY

We will be having a Titanic day on Friday 10th February. Please send your child in wearing their chosen outfit.

Knowledge Organiser

With each new topic, every half term, we send home a knowledge organiser.

UNDER THE SEA

Titanic

Main subject driver - History

Key Questions:

- Where did the Titanic set sail from?
- Where was the Titanic heading?
- Which ocean did the Titanic sink in?
- Why did the Titanic sink?
- What material was the Titanic made from?
- What does 1st class, 2nd class and 3rd class mean? How are they different?

Other curriculum links:

Science – Materials and their properties linking to sinking/floating

Art – Creating portraits of Captain Edward Smith and looking at the sea scape artist Turner.

DT – creating strong structures to build the titanic and a clay titanic.



Key Vocabulary:

Ship, Captain, Funnel, Life boats, iceberg, 1st class, 2nd class, 3rd class, sinking, coal, social classes, freezing, collision, New York, Southampton, propeller, Atlantic.

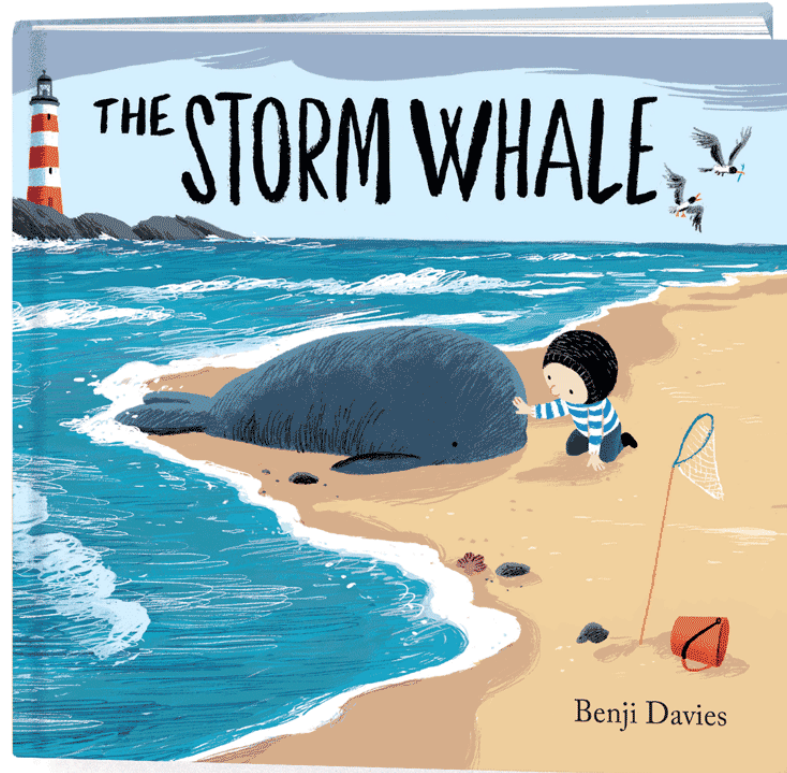
Curious questions for our topic

- Our children generated some questions they wanted answered after visiting the Sea City Museum.
- Each class generated their own questions to add to their curious questions wall.
- Over the next weeks we have answered questions through research, writing and role play.




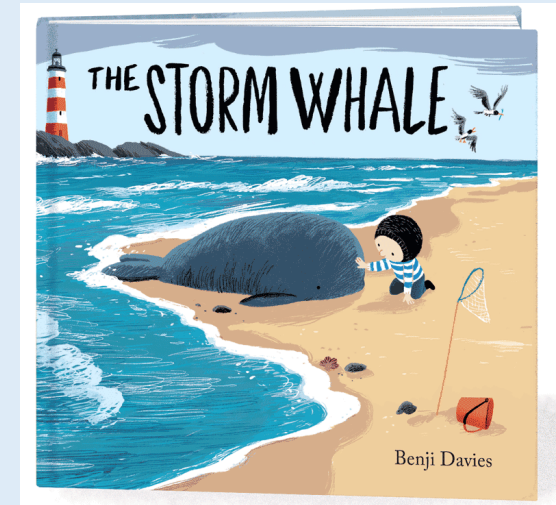
Our English Journey

- Following our visit to the Sea City Museum, we wrote and posted thank you letters to the museum, we wrote a recount of our visit to the museum and wrote questions and facts about the Titanic and historical events.
- Our text driver for the second half of Spring 2 was 'The Storm Whale' by Benji Davis. We read and retold the story, explored different sea creatures and settings to help inspire the children to change at least one element of the story and write their own original stories on a similar theme.




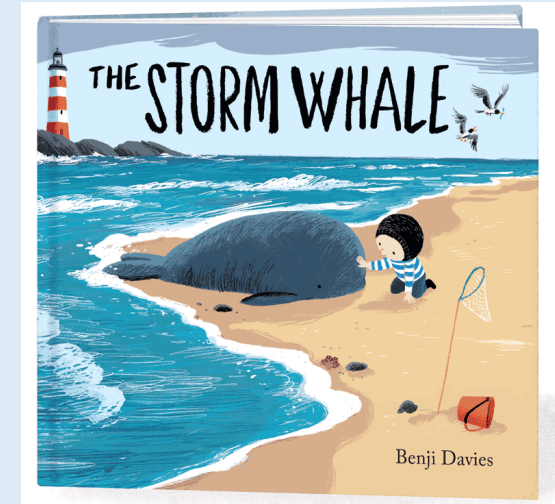
Literacy planning example and outcome

Cupernham Infant School – English Weekly Plan - WB: 20/03/23		Year 1	Hummingbirds, Robins and Owls	Week 1			
Outcome: Fiction writing. Audience: Year R Form: Story		Text Driver: The Storm Whale 	Focus Children	Key vocabulary: title, author, characters, setting, noun, phrases, story mountain, little, big, whale, octopus, shark, dolphin fish, starfish, polar region, jungle, mountains, desert, compose / say, sentence, punctuation, planning, editing, improving.			
Day/ WALT	WILF	Main Input	Main Activities	Plenary			
Monday WALT: Use simple noun phrases.	WILF: Use simple noun phrases such as: little whale.	Recap the story – 'The Storm Whale.' Explain what a noun is – a noun is a person place or thing. We can add detail to our writing by using a noun phrase to describe the noun. This is a noun phrase. In the story the whale is described as 'little.' It tells us what size it is and adds more information. Show images of these sea creatures and model how to write a noun phrase on flipchart. For example: Octopus: clever Jellyfish: wobbly Dolphin: slippery Shark: big Starfish: happy	Split class into 4/5 groups, mixed ability. Big bits of sugar paper and a picture of 4/5 different sea creatures to describe. Send children to tables in mixed ability groups and give them an opportunity to discuss and write (phonetically plausible) attempts at words to describe the animal their group has been given. In a carousel, move round to each sugar paper adding words (consider using different colours). Pin up on working wall.	Celebrate the rich vocabulary the children have contributed including phonetically plausible words! Show children how to spell words correctly using correct letter formation.			
Tuesday WALT: Use simple noun phrases to describe different settings	WILF: Using simple noun phrases to describe a setting.	What is a <u>setting</u> in a story? It is where a story is set. Today we are going to think about different settings and list noun phrases for e setting: Have displayed 5 A3 pieces of paper with headings: <ul style="list-style-type: none"> • Polar regions • Jungle • Mountains • Desert • Beach (focus for LA) Ask children to suggest three noun phrases that might be in each setting and record on paper displayed on working wall.	Thursday WALT: Create a story map / mountain.	WILF: Invent my own story map inspired by The Storm Whale.	Model creating a story map for a starfish who is washed up on a beach, found by a little girl and taken home in a bucket of water. Mum comes home and tells the little girl that the starfish must be returned to the sea and set free.	Some children will be sticking to the storm whale story for confidence and changing only one element such as the animal.	Share some of the super story maps/ mountains.
Friday WALT: Present my story map.	WILF: Retell my own story using my story map.	In this lesson the children will present their story maps to the class. Invite three confident children to the front of the class to retell their story using their own story mountains / maps.	What do we call the name given to a story? (title)	The children then sit in mixed ability groups and take turns to retell their stories verbally to others in their group using their story mountains / maps to support retelling. If possible, video the children presenting and retelling their stories using their story mountains / maps. Groups could take turns to share their stories to other groups if time allows. Class Teacher could video these?	Celebrate storytelling and show video recordings to the children if possible.		
Wednesday WALT: Understand the main parts of a story.	WILF: Understand the key parts of the Storm Whale story.	Read the Storm Whale again. Identify the <u>Beginning</u> including the setting, the scene, characters. Identify the <u>problem</u> . Identify the resolution / end. Model using a story mountain with key parts of Storm Whale					






Literacy planning example and outcome

Cupernham Infant School – English Weekly Plan		Year 1	Hummingbirds, Robins and Owls				
Week 2 - WB: 27/03/23							
Outcome: Fiction writing. Audience: Year R Form: Story		Text Driver: The Storm Whale 	Focus Children	Key vocabulary: title, author, characters, setting, noun, phrases, story mountain, little, big, whale, octopus, shark, dolphin fish, starfish, polar region, jungle, mountains, desert, compose / say, sentence, punctuation, planning, editing, improving.			
Day/ WALT	WILF	Main Input	Main Activities	Plenary			
Monday WALT: To spell words.	WILF: Use my sounds to spell words.	Recall previous learning with children in preparation for writing their own stories. This week we will create a word bank which will help us write our stories. What sort of time words might we use? What key vocabulary might we need to help us write our story? Pick 3 settings (based on what children in your class have chosen) and work as a class to create a word bank on three separate pieces of paper with the setting headings. Children to generate their own word bank.	Children to generate their own word banks in their books using sounds mats and all available resources. Check spelling to make sure it is ready for the children to begin writing their sentences on Tuesday.	Pick, share and celebrate a word bank for a range of settings.			
Tuesday WALT: Write a sequence of sentences	WILF: To write a sequence of sentences.	Today we are beginning to <u>decide on a title</u> and begin to write our own stories inspired by The Storm Whale. Tell the children that some people will be re-writing the story, some people will be writing the story but changing one element (character, animal or setting) or changing all Compose an version of t at their stor sentence. As writing (wor negotiables finger space adjectives, n them if they	Children move to tables to begin composing and writing sentences to match their story maps / mountains.	Celebrate super titles and ask three children to read their beginning sentences.			
			Thursday WALT: Re-read what I have written to check it makes sense.	WILF: To check my writing for sense and accuracy.	Today we are working on making our neat copy of our stories in our best handwriting so they can be included in a class story book. Explain that when an author writes a book they take time to edit, improve and then make a neat copy (usually in print) so it is easy the same with others.	Children move to tables to make a neat copy of their stories.	Celebrate progress. Ask three children (mixed ability) to read stories to the class. Tell children that everyone will have a chance to read their story in groups and to YR tomorrow.
Wednesday WALT: Write a sequence of sentences	WILF: To write a sequence of sentences.	Recap prog non-negotia their own st sentence in :	Friday WALT: Share my story with Reception children during EVERYBODY READ time!	WILF: To read a story aloud with confidence and expression.	Give the children their photocopy of their stories. Give them time to read their stories to each other in groups and celebrate their achievements. Classes in year 1 will read stories to classes in year R. (NM to arrange this)	When the children have read their stories to children in year R collect in and stick into English books.	Present and read class book of stories if ready! Celebrate!



Accompanying subject driver - science.

 <u>Science Spring 2 – Under the Sea - Materials</u> 			
<p><u>Materials - Curriculum objectives covered:</u></p> <ul style="list-style-type: none"> 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. 		<p><u>Working scientifically – Curriculum objectives covered:</u></p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 	
<p><u>Investigative curious question of study: Which material is best to build a boat with?</u></p>			
<p>Other questions:</p> <ul style="list-style-type: none"> Which materials are waterproof? Which materials sink? Which materials float? History link – has the materials used to build boats changed over the years? 			
Lesson	Curriculum Link	Activity	
Lesson 1	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. 	<p>Introduce our science topic to the children. Recap that we will be learning about materials order to make a boat which will sink and not float. Question the children, do we remember children talk about the materials they know abbot? What objects do they know which are materials? Can they discuss the properties of the materials (hard, soft, fluffy, bendy, and st</p> <p>Take children out on their investigative study. Children to go round the school grounds bot identifying objects that are made out of different materials. Children to fill out their tables objects are made out of and what properties they have.</p> <p>Plenary to the lesson: share our findings of what materials we found in our school environn made from different materials. What words have we been using to describe these different</p> <p>Enrichment activities going alongside lesson:</p> <ul style="list-style-type: none"> Outdoor learning – water trays set up for children to explore with different materic are waterproof or sink/float. Material clipboard hunt. Computing – espresso materials activity 	<p>Lesson 2</p> <p>WALT: predict which material is best for a boat.</p> <ul style="list-style-type: none"> 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.
			<ul style="list-style-type: none"> Creative – have different materials out so children can collage a titanic boat, children to think about if the materials are smooth, rough, shiny, dull etc. Construction – building a boat. <p>Key vocabulary: soft, hard, dull, bendy, shiny, heavy, light, smooth, float, sink, waterproof, wood, metal, glass, plastic, fabric, metal, water, rock.</p> <p>Start the lesson by explaining to children how we are going to be building our own boat to test to see if it sinks or floats. We need to make sure we have the best material for our boat so that we are successful boat builders.</p> <p>Have a class discussion about how different materials are better for certain objects than others. For example and model this to the children... Miss Holmes is really thirsty so she has found two cups to drink from. She has a plastic cup and a cup made from paper. If she fills both up (model this to the children) which one is she going to use as the best cup. Discuss how the paper cup isn't a good choice of material because it didn't hold the water.</p> <p>Then ask the children, if we were to build our own boats like the titanic, what material may be a good choice? We need the boat to float, not sink. Discuss as a class.</p> <p>Explain how today we will be thinking about this and exploring which materials work best. Children to be predicting and carrying out simple investigations today to figure this out.</p> <p>Have a water tray set up and different materials ready to test. Children to come over in groups and predict which material just by looking and feeling would be the best for building a boat. Children to write their predictions in their book explaining why they think that material will be the best option, describing the simple physical properties of the materials. Once they've written their prediction, children can explore by placing the materials into the water tray and discussing what happens. Which materials are waterproof/which ones sink or float. Teachers to take photos and post it note scientific explanations from children for books.</p> <p>Plenary to the lesson: in a circle as a class sort materials into a Venn diagram (remind children of this from previous science learning) on which materials are waterproof or not and which objects floated/sank.</p> <p>Enrichment activities going alongside lesson:</p> <ul style="list-style-type: none"> Outdoor learning – water trays set up for children to explore with different materials and whether they are waterproof or sink/float. Material clipboard hunt. Computing – espresso materials activity Creative – have different materials out so children can collage a titanic boat, children to think about if the materials are smooth, rough, shiny, dull etc. Construction – building a boat.

Accompanying subject driver...science.



		<p>Key vocabulary: soft, hard, dull, bendy, shiny, heavy, light, smooth, float, sink, waterproof, wood, metal, glass, plastic, fabric, metal, water, rock.</p>
<p>Lesson 3: WALT: carry out our investigation. WALT: conclude.</p>	<ul style="list-style-type: none"> Observing closely using simple equipment. Performing simple tests. Identifying and classifying. 	<p>Explain to children how today is our investigation day! Explain how just like our last science investigation with our superhero cars, we need to make it a fair test. What does this mean? Talk to your partner about which material you predicted would be the best material for building your boat and why, share our ideas as a class. Have all materials children could want to use to make their boat set up. Then explain that children have 20 minutes to go and build their boats now before we test these. Children to make their boats and teachers to go round post it noting good ideas and discussions from children.</p> <p>Once all boats have been built, bring children back. Everybody to test their boats together. Children to have tick boxes to show whether or not their boat floated. If their boat floats, children to then see how many pieces of multi-link their boat could hold to see how well their material is for a boat.</p> <p>Children to come back and write up their conclusion after. Stick their tick box in. Children to write a sentence saying whether their material floated or sank, was their material a good/bad choice and why do they think their material was good/bad (describing properties). Teacher to scribe for SEN children their ideas and what they've said.</p> <p>Plenary to the lesson: hands up if your boat floated. Which materials were best for our boat and sharing ideas here.</p> <p>Key vocabulary: soft, hard, dull, bendy, shiny, heavy, light, smooth, float, sink, waterproof, wood, metal, glass, plastic, fabric, metal, water, rock.</p>



The metal, wood and plastic floated!

Accompanying subject driver - History

History Spring 1 - Titanic



Key Objectives:

- The lives of significant individuals in the past who have contributed to national and international achievements.
- Events beyond living memory that are significant that are significant nationally or globally.
- Significant historical events, people and places in their own locality.
- Understand the methods of historical enquiry.
- Using different sources for the enquiry.

WALT	WILF	Introduction	Main Activity	Plenary
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<p>WALT: use a picture source to find out information about the past.</p> <p>Monday PM</p> <p>Monday AM - DT skills to link to Tuesday's history.</p>	<p>WILF:</p> <p>History thinking</p> <p>"I notice..."</p> <p>Ext because</p>	<p>HOOK to the topic being our school trip.</p> <p>Introduce/remind the children of our new topic. Ask the children what have we learned so far/what do we still want to know about the titanic after our trip. Set up our curious question wall at this point.</p> <p>Explain the main activity to the children. How we will be looking at photos and answering the question 'what do we notice' when we compare three different photos. What is different in each?</p>	<p>Children to have pl titanic (use of dif methods of histori do you notice? Ch notice. What is dif</p> <p>SDS → because...</p> <p>LA → scribing with</p>	
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WHOLE HISTORY DAY!

Tuesday

Explain to the children how today we are having a whole titanic history day. Have a discussion about what we have already found out. Who can remind me of the fact's we've learned so far. Who can remind me about the different classes on the titanic? What were the rooms like? How were they different for the different classes? Share what we will be building today and set the scene. Mrs Turksi (M Birds), Mr Wells (Robins), Mrs Fennel (Owls) to come into classes shouting 'all aboard the titanic' to deliver boarding passes to children. Boarding passes to be named by class teachers and handed out. To be handed out in class order. Then explain we will be building the bedrooms depending which class you are in. 1st class passengers you will be building your bedroom in 2's as usually this would be a married couple. 2nd class passengers in groups of 3 and 3rd class passengers in groups of 4. Why do we think we will be doing this?

Explain we have 2 tables of our building ready and the other two tables will be activities. One table is designing a wallpaper for the first class passenger's rooms and the other sketching the titanic using the art skills we have learned here.

Class teacher to announce we are ready for our first class passengers to board the titanic now. Call over the 1st class passengers to start building their designs. The rest of you at the other tables until you are called over for your time building. Outdoor learning - links to science, can they create their own titanic and see how many pieces of multilink their boat will hold.

This continues on all day, building the different classes rooms. 1st class will take a lot longer due to intricate design. Idea of 3rd class having to wait their turn as they'd have been last to board the ship/last for various things.

Past it notes children's ideas and comments throughout the day to add to the display.



Accompanying subject driver - History



<p>WHOLE HISTORY DAY!</p> <p>Wednesday</p>	<p>Building the other parts of the titanic. 1st class passengers to build the first class amenities staircase. 2nd class passengers - 2nd class dining room, library, and outdoor promenade. 3rd class - 1</p> <p>Funnels.</p> <p>Half a class building whilst the others do enrichment activities:</p> <p>Outdoor - cross curricular with science, building their own titanic to see if it sinks or floats. How</p> <p>Writing table - Pack a suitcase - what would you be packing in your suitcase for your class? What</p> <p>Creative - Design your own ship.</p> <p>On this day - end it earlier for each group to come and discuss how different the classes were.</p>	<p>Thursday PM</p> <p>Here have a big class discussion. Children to then write their answer to the question 'Why did the titanic sink'. Writing this in their books. Come to their conclusion of whose fault it was.</p>	<p>Dress up titanic day!</p> <p>Have a titanic dress up day. After assembly In the morning, get the children to sit in areas when they come in based on which class they have decided to dress as. 3rd class passengers to sit on the floor at the back of the room... 2nd class passengers to sit on the main carpet space and 1st class passengers to sit in on the chairs. Talk about who has come dressed as what. Discuss how many we have of each. Ask the children, why do you think the 1st class are sat on the tables? Why are the 3rd class sat where they can't see?</p>
<p>WALT: understand why the titanic sank.</p> <p>Curious/key question - Why did the titanic sink?</p> <p>Different theories</p>	<p>Afternoon exploring the sinking of the titanic. Different theorists on why the titanic sank.</p> <p>Explain how this afternoon we are going to become investigators. We need to figure out why the titanic sank? Whose fault do we think this could have been? For the first half of the afternoon to act as Captain Edward Smith, Mrs Cody to act as Thomas Andrews the naval architect who des was on board the ship and due to the ship needing to keep to schedule made Captain Smith spe rotate round to learn about the facts, ask the questions. Teachers to read the scripts Miss Holm</p> <p>When children have listened to all three teachers. Bring them back to your own class. Big dramati</p>	<p>Friday</p> <p>Is it fair being split into classes?</p> <p>TA's to set the hall up as the titanic at 10:15 (have break after play). TA's to set up the room as the titanic. Different sections to the boat. 3rd class on the cold floor. 2nd class on benches, third class on table and chairs. At this point, show and discuss menus they may have had on the boat. Have somebody dress as a chef for this. Is it fair where you are sat? Which meal would you want? Is it fair some people get nice food and others don't?</p> <p>Come back in after this and design their own hats. 3rd class plain bits of paper strip hats, pencils to colour. 2nd class slightly smarter hat and a few crayons. 1st class can have jewels, pens, glitter etc.</p> <p>All go in together as a year group. 10:45-11:30 latest.</p> <p>Come back in after this and design their own hats. 3rd class plain bits of paper strip hats, pencils to colour. 2nd class slightly smarter hat and a few crayons. 1st class can have jewels, pens, glitter etc.</p> <p>Line up for lunch in classes. 1st class line up first, 2nd class, 3rd class.</p> <p>In the afternoon -</p> <p>Writing at the end of the day, which class would you like be in and why? Summarise what you'd like. What have we learned that has made you come to that conclusion? Do writing in groups with class teachers. The rest on activities.</p>	<p>Table 1 - writing</p> <p>Table 2 - titanic collage/colouring</p> <p>Table 3 - construction building the titanic</p>

The children also designed and made first, second and third class bedrooms on the Titanic which was displayed in the corridor.



The children enjoyed making clay models of the Titanic.



Pupil voice on the topic

The best bit of my trip was making a clay boat at the sea City Museum.

I liked asking Captain Smith questions about his job on the Titanic.

I really liked dressing up and drinking Hot Chocolate on Titanic Day.

My favourite bit in The Storm Whale is when Noi puts the whale in the bath!



I liked making my boat out of foil and seeing if it would float.
(Science investigation)