

# Bramley/Russet topic A3: Oh I do like to be beside the seaside/Under the Sea

## Term 5 (COACH) Tennis Y1

- To be able to balance a ball on a bat confidently either stationary or whilst moving.
- To be able to send a ball along the ground or through the air accurately to a partner to receive.
- To be able to hit a ball with a bat with control.

## Tennis Y2

- To be able to make simple decisions on how to use space and to avoid opponents.
- To improve and apply their basic skills during games.
- To be able to direct a piece of equipment towards a target area.

### Cricket – term 5

- To introduce students to the game of cricket
- To teach students the basic skills needed to play the game
- To develop the students' abilities in both games and striking & fielding activities.

## Physical Education

### Term 6 (Coach) Athletics

- Can run at different speeds.
- Can jump from a standing position
- Performs a variety of throws with basic control.
- Can change speed and direction whilst running.
- Can jump from a standing position with accuracy.
- Performs a variety of throws with control and co-ordination.
- Can use equipment safely

### Y1 Rounders (Term 6)

- Use basic underarm, rolling and hitting skills accurately
- Hit a ball in a variety of ways
- Track, intercept, stop and catch balls and small equipment consistently
- Describe some basic rules, simple tactics and the way to score
- Show good awareness of space and the actions of others
- Watch, describe and comment on what they have seen

### Y2 Rounders

- Perform basic techniques of catching and throwing to a good level of consistency when moving and standing still
- Perform basic skills of rolling and striking with control
- Use a variety of simple tactics in a small sided game
- Show an awareness of opponents and team mates during games
- Begin to watch others and focus on specific actions to improve own skills

## Art & Design

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, space and form.

- Use a variety of tools and techniques including the use of different brush sizes and types.
- Mix secondary colours and shades
- Use a variety of tools and techniques including the use of different brush sizes and types.
- Create images from imagination or experience
- Create textured collages from a variety of media
- Mix secondary colours and shades
- Make rubbings
- Create different textures e.g. use of sawdust.
- Make a simple mosaic

## History

- changes within living memory
- events beyond living memory that are significant nationally or globally
- Recognise the difference between past and present in their own and others lives
- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times

## Design & Technology

- Make simple drawings and label parts
- Design purposeful, functional, appealing products for themselves and others based on design criteria.
- Select from and use a range of tools and equipment to perform practical tasks.
- use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

## Geography

- Name and locate the world's seven continents and five oceans
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

## Computing

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.

- Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Save and retrieve and edit their work.

- Children use a search engine to find specific relevant information to use in a presentation for a topic.

## Music

- Play tuned and untuned instruments musically.
- Make sounds and recognise how they can give a message.
- Identify and name classroom instruments.
- Create and chose sounds in response to a given stimulus.
- Identify how sounds can be changed.
- Change sounds to reflect different stimuli.

## 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.

### Seasonal Changes

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

## PSHCE/P4C

- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

## Suggested texts:

Tiddler  
Flotsam  
The Lighthouse Keeper  
Commotion in the Ocean  
The Rainbow Fish  
The Knight Pirates

## Religious

## Education

- To explore Old Testament stories and find what can be learned from them
- To explore the practice of observing Shabbat and the implications for Jewish believers and children

