

Overbury C of E First School
Seas and Oceans - Year 1: Summer 1 2025-26

COVERAGE and KNOWLEDGE

Geography

- I know the countries that make up the United Kingdom
- I can say which continent the UK is in.
- I know the names of the 5 oceans.
- I can locate the 5 oceans on a basic world map.
- I know some key facts about the 5 oceans.
- I know the different layers of the oceans and can name some of them.
- I can say a fact about 2 or more of the ocean layers.
- I can identify a physical feature of the Pacific Ocean.
- I can identify a continent that the Pacific Ocean is in.
- I can identify a challenge that is faced by the oceans.

Art

The children will create a piece of art inspired by Henri Matisse.

Design Technology

Key Concept: Reusing materials. Using a wide range of materials

Problem/Challenge: How can we tell others about plastic in our oceans/ help our oceans?

- I can build a structure
- I can use strengthening and stiffening materials
- I can consider the stability of materials
- Re-using materials

KEY LANGUAGE AND VOCABULARY:

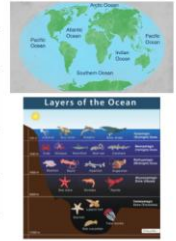
England, Scotland, Wales, Northern Ireland, United Kingdom, country, island, continent, Europe, city, human features, physical features, landscape, map, globe, atlas World, Continents: Europe, Africa, Asia, North America, South America, Oceania, Antarctica, Oceans: Pacific, Atlantic, Indian, Arctic, Southern, Smallest, largest, deepest, habitat, oxygen, sunlight zone, twilight zone, midnight zone, abyss, trench, The Great Barrier Reef, Australia, coral, Pollution, global warming, plastics, Ocean clean-up, scoop, sieve, save, damage

Christian Value of the Term: Wisdom

KNOWLEDGE AND FACT SHEET

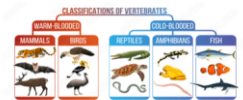
Knowledge Organiser- Seas and Oceans Geography

Ocean	A very large expanse of sea. There are 5 oceans in the world- Pacific, Atlantic, Indian, Southern and Arctic.
Layers of the Ocean	There are 5 layers of the ocean. They are the sunlight zone, twilight zone, midnight zone, the abyss and the trenches.
Barrier Reef	A long, narrow coral formation. The Great Barrier Reef in Australia is the largest coral reef system.
Pollution	When harmful substances, like waste, plastic and chemicals, enter the water.



Knowledge Organiser- Seas and Oceans Science

Habitat	Environment where an animal or plant lives.
Mammal	Warm-blooded animals that have hair or fur. They give birth to live young and feed their babies with milk.
Reptile	Cold-blooded animals that usually lay eggs on land. They have usually have scales.
Bird	Birds have feathers and lay hard shelled eggs. Most birds can fly but some are flightless.
Amphibian	A cold-blooded animal that can live in water and out.



KEY QUESTIONS:

1. What is an ocean?
2. Where are the Five Oceans?
3. What if there were no oceans?
4. Why are the oceans so important?
5. What can I use to help me find out information about the world?
6. What are the seven continents of the world?
7. What is a reptile?
8. What is a mammal?
9. What is an amphibian?
10. What is a bird?
11. What do animals need to survive?
12. What is collage?
13. What do I use to make a collage?
14. What is pollution?
15. What is Marine pollution?
16. Can we help with marine pollution? How?

Maths:

Place Value within 50, Length and Height, Mass and Volume, Multiplication and Division.

English

We will look at stories and non-fiction books linked to Seas and Oceans including 'Clean up' by Nathan Byron, 'Somebody Swallowed Stanley' by Sarah Roberts, 'Sharing a shell' and 'The Lighthouse Keeper's Lunch'. We will also look at lots of non-fiction texts while we research the Oceans and Continents.

Procedural Knowledge:

Geography

Geographical Enquiry

In response to teacher led enquiries, I can ask and respond to simple closed questions

I can use information books/pictures as sources of information

Style of map

I can use picture maps and globes

Art**Exploring & developing ideas:**

I can record and explore ideas from first-hand observation, experience and imagination.

I can ask and answer questions about the starting points for my work and develop my ideas.

Evaluating and developing work

I can record and explore ideas from first-hand observation, experience and imagination.

Painting

I can use a variety of tools and techniques including the use of different brush sizes and types.

I can work on different scales.

I can mix secondary colours and shades using different types of paint. **Textiles and collage**

I can create images from imagination, experience or observation.

I can use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.

Design Technology

I can draw on my own experience to help generate ideas

I can suggest ideas and explain what I am going to do

I can make my design using appropriate techniques

With help I can measure, mark out, cut and shape a range of materials

I can use simple finishing techniques to improve the appearance of my product

I can evaluate their products as they are developed, identifying strengths and possible changes they might make

Science:

This term we will be asking questions and finding out about the basic needs of animals. Some examples of key questions that we might be answering are:

- What needs do different animals have?
- Why do animals need shelter?
- How do animals fulfil their food needs?
- What is the role of water for animals?
- Why is it important to understand the different needs of animals?

Computing:

Creating Media - Digital writing

PSHE:

Relationships- exploring families, friendships and our relationship with ourselves.

R.E.

Who is Muslim and how do they live? Part 2

In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.

Music:

Continuing with charanga and using glockenspiels. Singing for our Maypole celebrations.

PE:

In PE we will be practising our dance skills through maypole. We will learn the timings and routines for the different dances in preparation for our Maypole performance..

ENRICHMENT/VISITS

- Maypole community celebration

PUPIL LEADERSHIP:

Talk about how we created our Seas and Oceans Artwork.