

SAVE OUR SEAS



Year 1
Autumn 1
4 week project



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National Curriculum Programmes of Study: English



Writing: Composition

- Say out loud what they are going to write about
- Composing a sentence orally before writing it.
- Re-reading what they have written to check it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing: Vocabulary, grammar and punctuation

- Leaving spaces between words
- Beginning to punctuate sentences using a capital letter and a full stop.
- Using a capital letter for the personal pronoun 'I'.

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.

National Curriculum Programmes of Study: English



Reading

- Develop a pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Being encouraged to link what they read or hear to their own experiences.
- Becoming very familiar with key stories, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.
- Participate in discussion about what is read to them, taking turns and listening to what others have to say.
- Explain clearly their understanding of what is read to them.

Spoken language

- Speak audibly and fluently
- Participate in discussions, debates, role play and performances
- Gain, maintain and monitor the interest of the listeners.

National Curriculum Programmes of Study:

Design and Technology



Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. When designing and making, pupils should be taught to:

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.

Make

- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components according to their characteristics

Evaluate

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

National Curriculum Programmes of Study: Science



Working scientifically:

- asking simple questions and recognising that they can be answered in different ways
- observing closely
- 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.

Everyday materials:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday plastic materials
- describe the simple physical properties of a variety of everyday plastic materials
- compare and group together a variety of everyday plastic materials on the basis of their simple physical properties.

Home Learning

Autumn 1
2026



Year 1
4 week
study

What it's all about:

After discovering the devastating impact plastic is having on our planet and oceans, the children will become 'eco warriors' as they take **responsibility** for reducing the amount of plastic that is making its way into our seas. Through the book stimulus of 'Somebody swallowed Stanley', the children will explore poetry and riddles and will create their own.

They will explore materials and through the lens of creativity will use the iterative process to plan, make and evaluate an upcycled product for the classroom. They will learn about the 3 R's so that they can make a positive impact ... saving our planet one small step at a time.

Outcome:

The children will hold a '**Our Promise to the Planet**' presentation in the school hall where you will hear the children's pledges and see their upcycled products. Please enter through the Cherries gate.

The dates of these outcomes are:

Grapes outcome- 2:30pm on Wednesday 14th October 2026.

Lemons outcome- 9:0am on Thursday 15th October 2026.

Peaches outcome- 2:30pm on Friday 15th October 2026.

Our Learning Values:

Interdependence

- Working in teams, the children will record some WOW words based on the book 'Somebody Swallowed Stanley.'
- They will work collaboratively to investigate the properties of materials.

Thinking

- The children will solve problems through practical investigations.
- They will use bubble maps, tables and diagrams to organise their ideas and record their research.

Curriculum Focus:

English, DT, Science
Computing, RSHE.



Home Learning continued...

Ways to support your child at home:



We would love each child to design and make a poster for:

- Members of the local community to read to encourage everyone to Reduce, Reuse, Recycle.

Or...

- A poster which will be displayed near local beaches to remind members of the public to take their rubbish home and to not litter on our beaches. Please send them in by:

Monday 12th October.

You could visit the beach at Lepe or Calshot, do a litter pick and upload a photo onto Google Classroom. How much rubbish do you think you'll find?



Over the next 4 weeks, your child will be learning to:

Maths:

- Explore parts and wholes focussing on partitioning numbers to 10

Reading:

- Learn about poetry and riddles and read fiction and non-fiction books about the sea, pollution and the environment.

Writing:

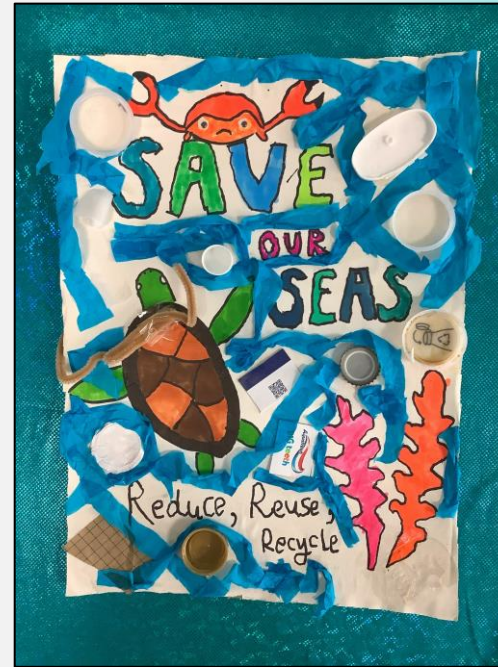
- Write riddles using the book 'Someone Swallowed Stanley' as a stimulus.
- Use adjectives and verbs to describe the characters in the book.

Computing:

- Research and represent information using 'Early Essentials', 'Purple Mash' and 'Education City'.
- Use an iPad to record videos about their learning.



Examples of our wonderful home learning.



These are now
on display at
Lepe beach café.

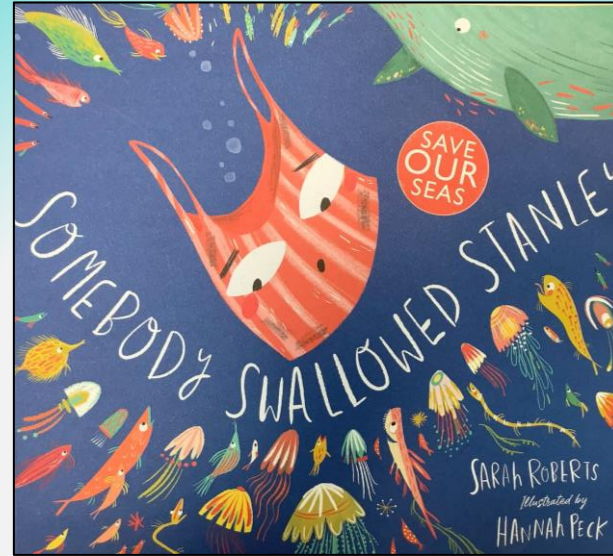
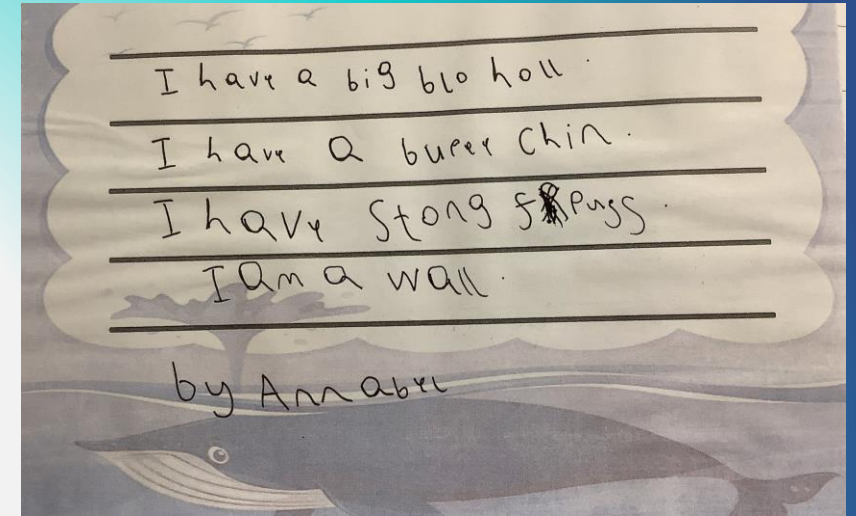
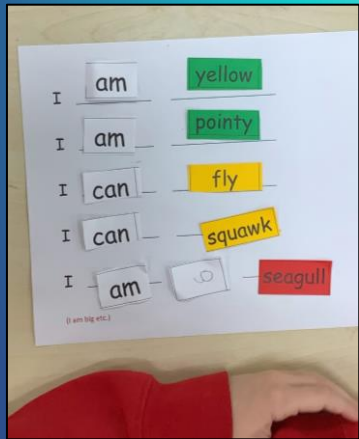
Hook

Following a weekend trip to the beach taken by their teacher, the children investigate their finds from the shoreline and encounter some undesirable plastic waste. They immediately sorted the items into things that belong on the beach and things that do not belong on the beach. The children then watch a video from Mrs Selby-Nicholls where she encounters a poor crab stuck in litter.



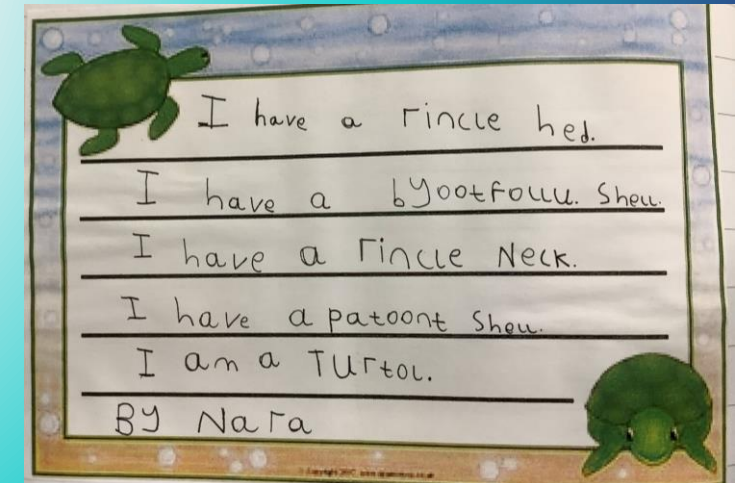
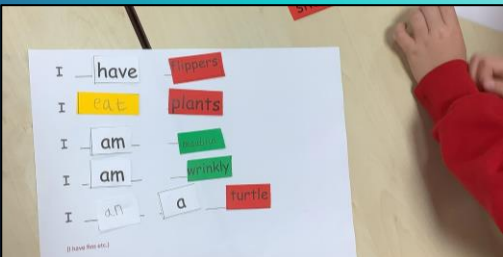
The children observe images of marine life and learn about the detrimental impacts of plastic pollution on these creatures. This all sparks a huge discussion about how this waste ends up in the ocean and what actions can be taken to address the issue and save our seas.

Examples of English work

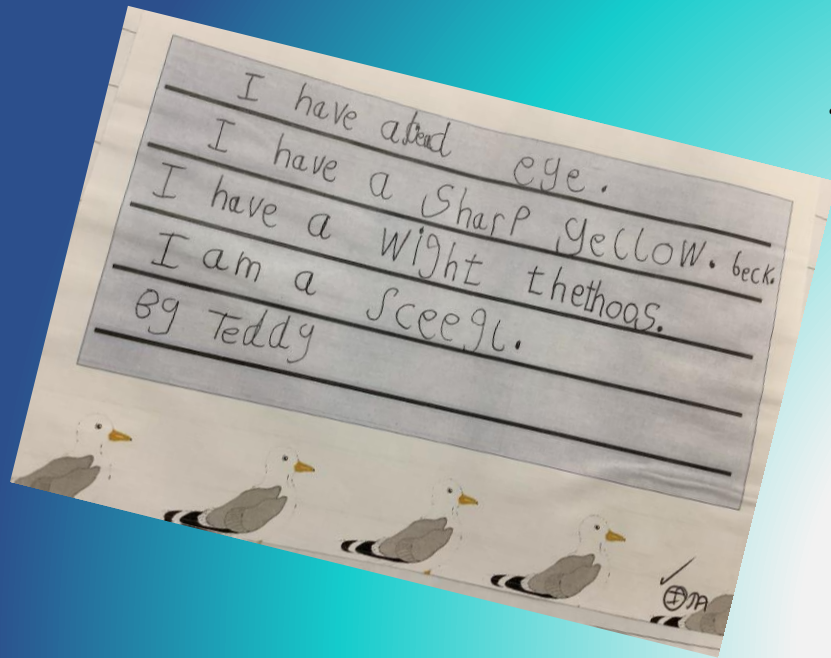
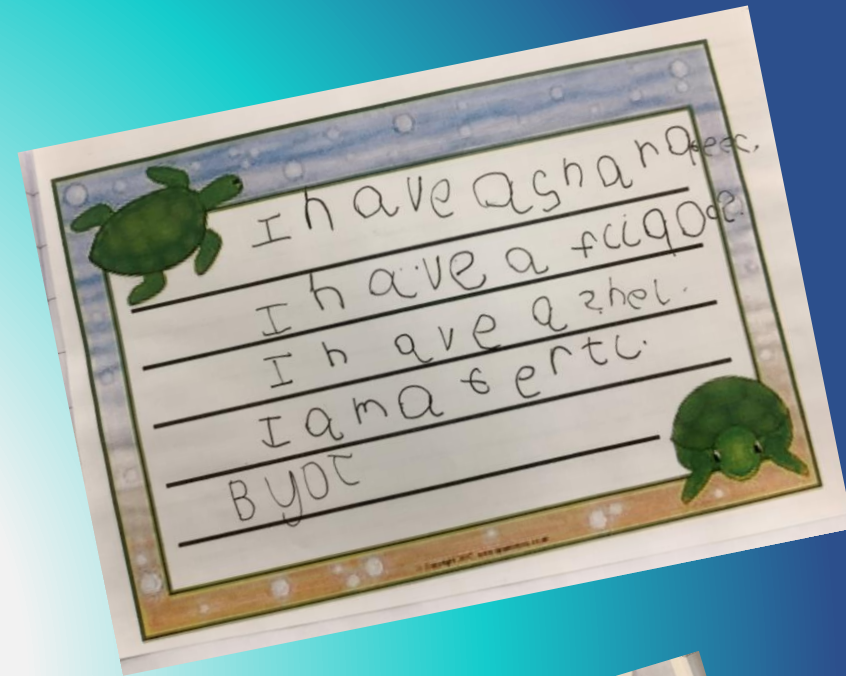
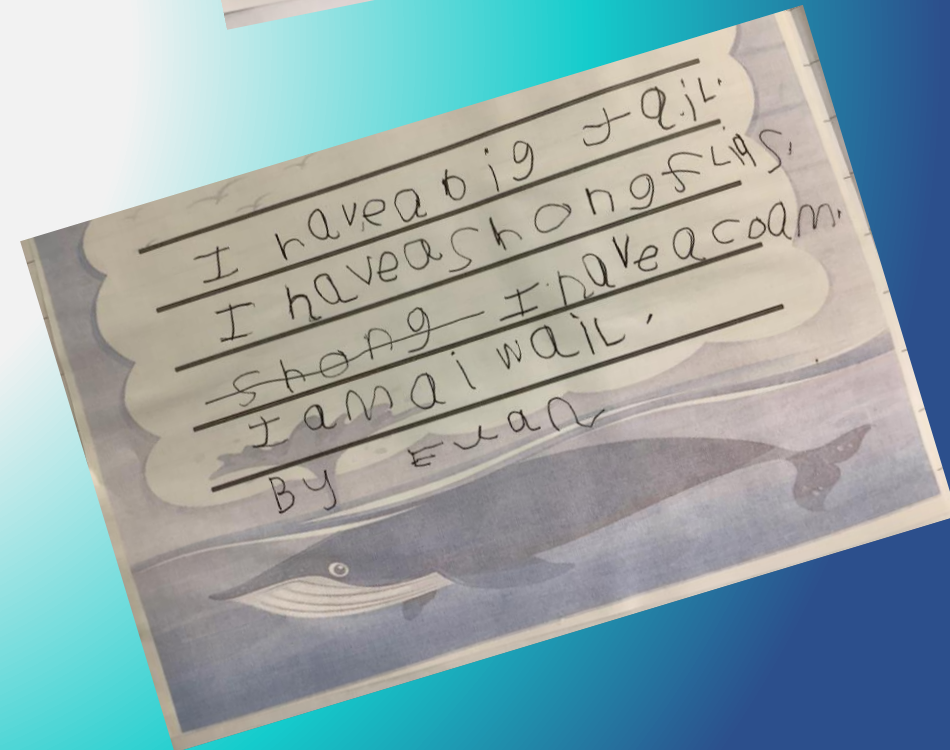
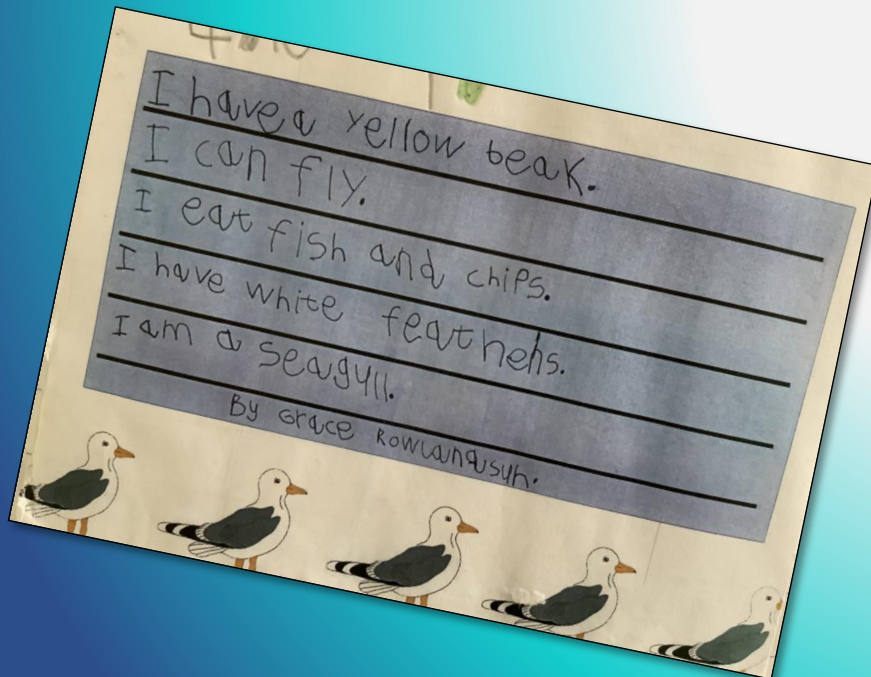


After reading the book, 'Somebody Swallowed Stanley' the children decided to create riddles about the animals in the story. They generated lots of words and created exciting riddles which they performed at our outcome alongside their 'Talk for Writing'.

Scan the QR codes to hear some.



The children were so proud of their final riddles and performed them so clearly at our outcome alongside our Talk for writing. They really projected their voices which was fantastic. Listen to the performance by scanning the QR code.



Examples of DT work

After learning all about sustainability and the 3 R's: Reduce, Reuse, Recycle the children were challenged with the task to upcycle old plastic items and create a new product which is appealing, functional and purposeful. We started generating ideas for our designs, thinking carefully about what could be useful for our classrooms.



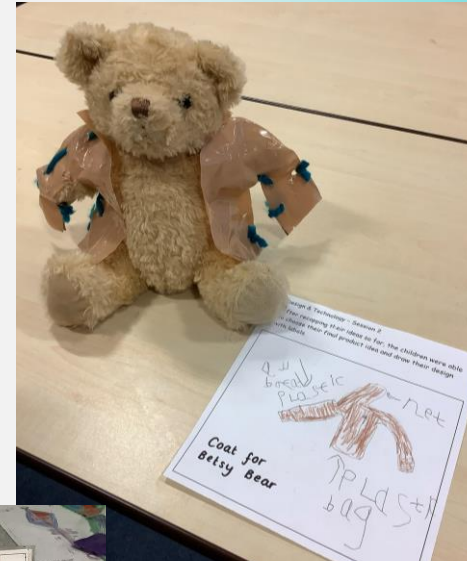
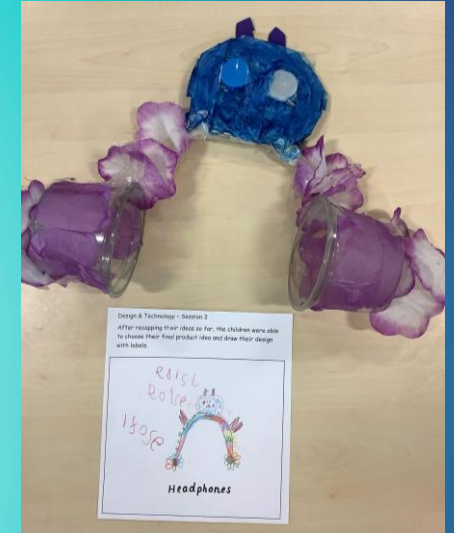
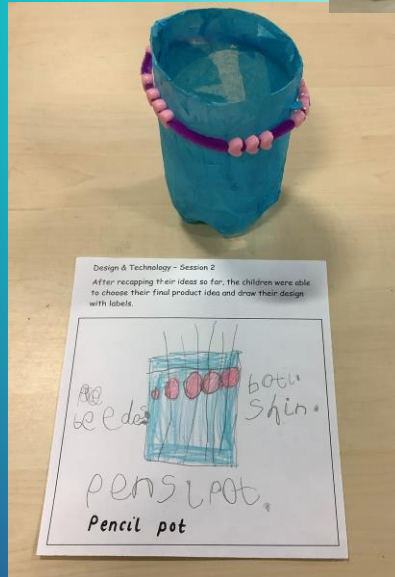
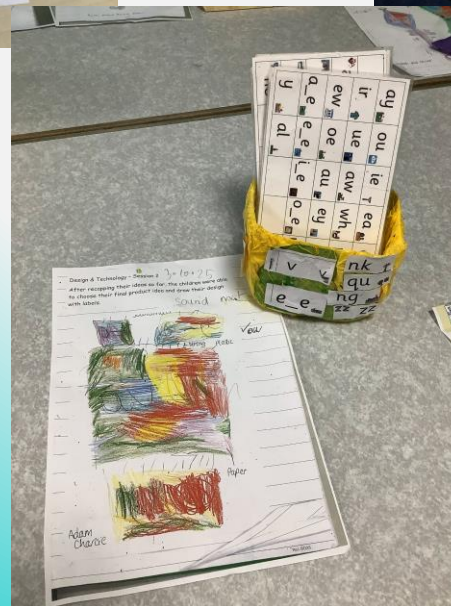
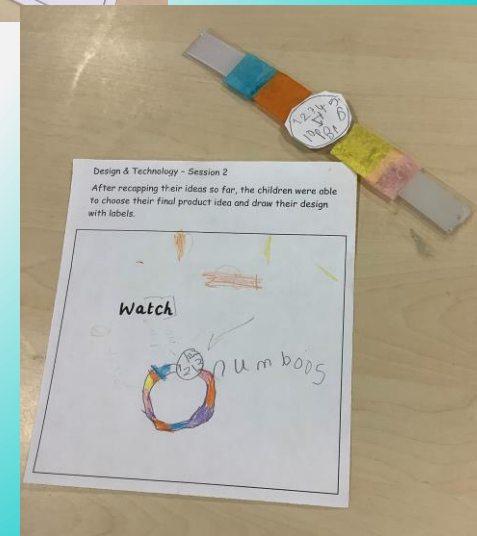
The children explored with different ways to attach two bits of plastic together and concluded that duct tape was the strongest.

They also had a go at using special tools such as a hand drill and a hole puncher to help them create holes to join plastic items together.



Finished DT products.

The DT products looked absolutely incredible and the children followed their design so carefully, using the iterative process to stop, evaluate and improve.



Examples of Science work



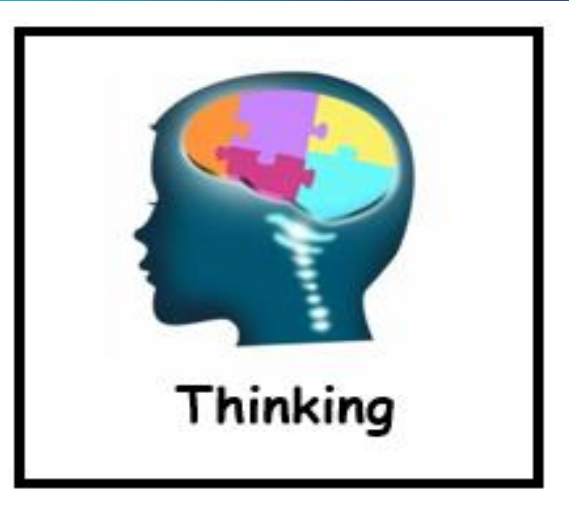
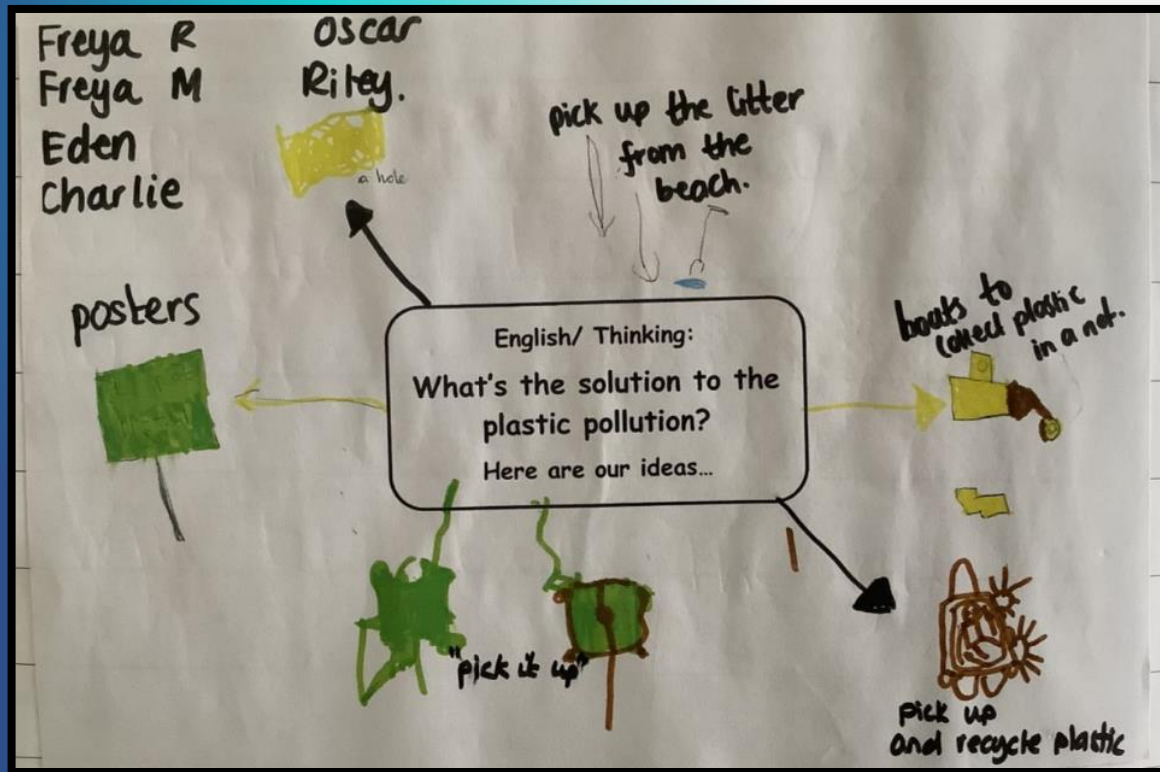
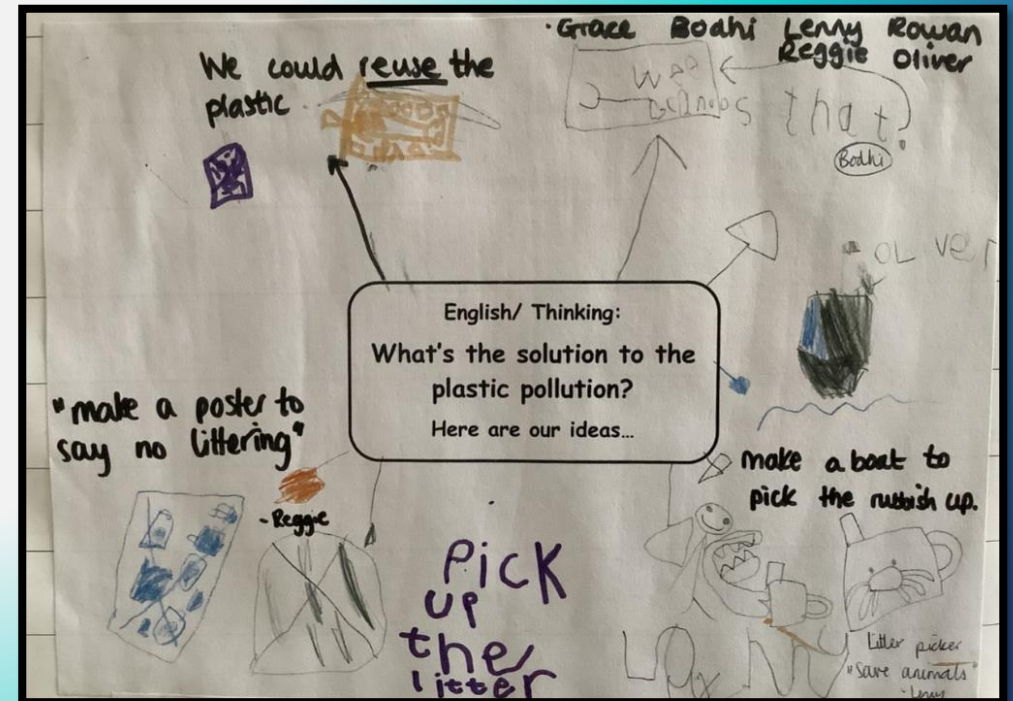
We explored the properties of different plastic items and noticed that they can be grouped by their properties.



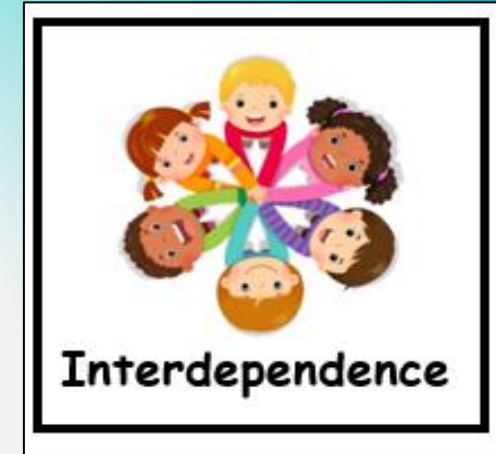
We set up our own science experiment to investigate: Which is stronger? Plastic bags or paper bags? The children all worked scientifically by making a prediction, designing a simple and fair test and recording their findings. I wonder if you can guess which bag was the strongest?

Thinking Learning Value

After the shocking hook, the children had to think carefully about what the solution to the plastic pollution could be. Here are some of their ideas:



Interdependence Learning Value

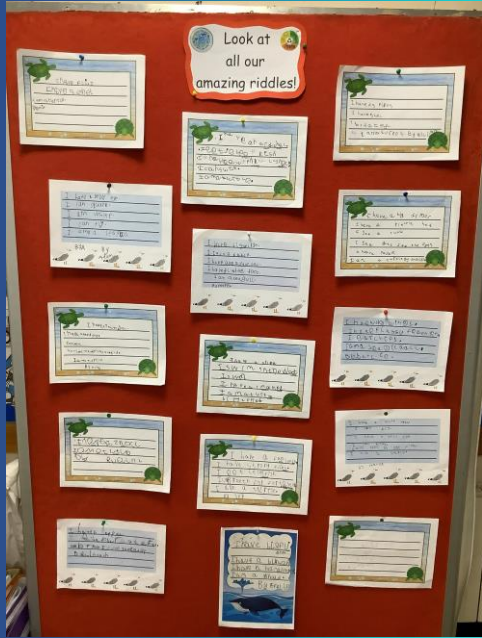
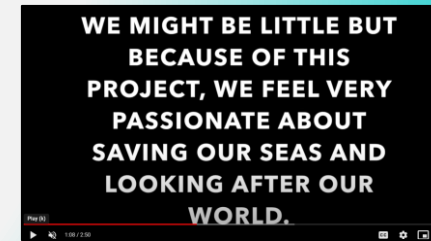
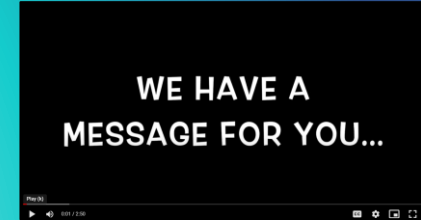
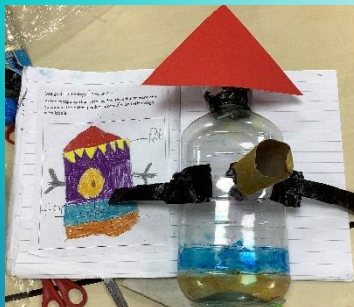


The children worked interdependently to generate ideas for their upcycled product, sharing thoughts and ideas which was wonderful.

They also learnt how to work as a team, creating a team riddle about turtles, whales and seagulls. They worked together to practise and perform these poems as a group.

Outcome

The children put together a spectacular outcome where they performed their talk for writing and riddles, shared a powerful video informing parents how to be more sustainable. They also shared their exciting learning and encouraged their parents to make a pledge for home.



One parent commented: "This is what school should be all about, preparing the next generation to take care of our planet. Thank you, that was a wonderful video and it reduced me to tears".

This was such lovely feedback as that was our exact aim from this sustainable project- preparing the next generation to take care of the world and save our seas.

