

Topic: Adventures at sea

Year group: F

Term: Spr 2

Starting point:

Observing creatures and items found on the beach and in the sea.

MOTIVATION:

Hook(s) -

Observing creatures and items found on the beach and in the sea.

A visit to the beach at Southsea - week 3.

VALUES:

- Teamwork Trio
- Challenge Charlie
- Resilient Ruby
- Independent Isaac.

British Values:

- Tolerance of other faiths and beliefs
- Rule of law
- Mutual respect
- Individual liberty

Subject areas:

Personal, social and emotional;
Self-confidence and awareness
Managing feelings and behaviour
Making relationships
Communication and Language;

Speaking
Listening and attention
Understanding

Physical;

Health and self-care
Moving and handling

English;

Writing
Reading

Mathematics;

Number
Shape, space and measure

Understanding of the World;

People and communities

The World

Technology

Expressive arts and design;

Exploring and using materials

Being imaginative

<p>What the children want to know:</p> <p>Who lives in the sea? Are pirates real? Are mermaids real? How do sea creatures survive underwater? The smells when at the shore line</p>	<p>Multicultural/Community cohesion</p> <p>Where do pirates come from? Where do they live?</p>	<p>PE/Dance: (See unit plan) PE course.</p>	<p>Music: (JG unit plans) Learning and singing simple songs</p>
<p>End product:</p> <p>Jesse the Ship's Cat workshop (Dockyard).</p>	<p>R.E. (See unit plan)</p> <p>Stories that Jesus told. Celebrations - celebrating new life in nature. How and why Christians celebrate new life at Easter.</p>	<p>SEAL/PSHE/Citizenship</p>	

VALUES - How/when will these be taught?

- Teamwork Trio - discussion about telling the truth and the values covered in Commotion in the Ocean.
- Challenge Charlie - Chn to think about designing their own boat and how to make improvements
- Resilient Ruby - Hook and dockyard visit - what do the chn want to find out.
- Independent Iascc. - Designing own boats, making choices during discovery time.

British Values

- **Tolerance of other faiths and beliefs** - Christians and celebrating new life
- **Rule of law, Mutual respect** - trust and being truthful
- **Individual liberty** - Making own choices during discovery time.

Curriculum Coverage (learning objectives)

Personal, Social and Emotional Development;

Self-confidence and self-awareness

Children will talk about their ideas and choose the resources they need for their chosen activities.

They say when they do or do not need help.

Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviours are unacceptable.

Children understand and follow the rules.

Making relationships

Show sensitivity to others needs and feelings and form positive relationships with adults and other children

Take steps to resolve conflicts and finding a compromise.

Communication and Language

Listening and attention

Children listen attentively in a range of situations.

Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions and actions.

Speaking

Children express themselves effectively showing awareness of the listeners needs.

Children develop their own narratives or explanations by connecting ideas or events.

Understanding

Children answer how and why questions about their experiences and in response to events.

English

Writing

Children use phonic knowledge to write words in ways that match their spoken sounds.

Children writes own name and other things such a labels and captions.

They write some irregular common words (key words)

Children write simple sentences which can be read by themselves and others.

Reading

Children read and understand simple sentences.

They use phonic knowledge to decode regular and read them aloud accurately. They also read some common irregular words.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Maths

Number

To find one less than any number from 1 - 10.

To understand the comparison and difference structure of subtraction.

To use the language how many more and how many less.

Shape, space and measure

Recognise create and describe patterns.

Physical Development

Moving and handling

Children show good control and coordination in large and small movements.

Children move confidently in a range of ways safely negotiating space.

Children handle equipment and tools effectively.

Health and self-care

Children manage basic hygiene and personal needs successfully (washing hands after handling sea creatures) .

Understanding the World;

People and communities

They know that not all children enjoy the same things and are sensitive to this.

The World

Talk about features of their own environment and how environments might vary from one another

Make observations of animals and plants and talk about why some things occur and talk about changes.

Technology

Recognise a range of technologies used in homes and schools.

They select and use technology for a range of purposes.

Expressive Arts and Design

Exploring and using media and materials

Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture form and function.

Selects appropriate resources and adapts work where necessary.

Being imaginative

Represent their own ideas, thoughts and feelings through design and technology, art music, dance, role play and stories.

Learning journey:

- Hook - Sea creatures and objects found in the sea- chn to ask questions about sea creatures and think about what they would like to find out. Video the children and record them saying what the creatures feel like. Link to T4W activities.
(Use learning opportunities to gather evidence across all areas of the curriculum)
- Introduce T4W story - Commotion in the ocean. Use other stories linked to the Sea/Ocean/Sea creatures
- Shell box - words to describe shells
- Chn to design own shell using a range of media and resources.
- Ocean in an egg carton, Jelly fish using string and tissue paper,
- Chn to describe characters from a range of Topic themed stories.
- Floating and sinking - chn to experiment with floating and sinking.
- Chn to write a message in a bottle.
- Chn to create under the sea collage during discovery time.
- Chn to create their own fantasy sea creature.
- Chn to create mermaid tails using patterns.
- Children to make changes to the story using their fantasy sea creatures.
- Making boat - changing materials.
- RE week
- Trip to the dockyard.

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Date	Literacy W, R	Mathematics N, SSM	UW	PSHE/ C and L	Physical PD	Arts EA and Design
Week 1 Hook	Talk about what the children want to find out about the sea. Children to describe a character from the story. Introduce T4W story and retell.	N- Subtraction - 1 less. SSM - money - pirate treasure chests - discovery.	Floating and sinking	Thinking about choices and consequences.	Pirates real PE. Continue with cutting skills	Under the sea collage
Week 2	Message in a bottle - Chn to write to their family and tell them about all the exciting things they have seen. Retell T4W story.	N - Subtraction - difference SSM - money - pirate treasure chests - discovery.	Children to make boats and try in water.	Thinking about choices and consequences.	Pirates real PE Continue with cutting skills.	Under the sea collage
Week 3 Hook 2 - trips to the seafront -Eastney Beach	Activities around visit to beach.					
Week 4	Look into fantasy sea creature - mermaids, pirates. Children to create their own fantasy sea creature and describe. Retell T4W story.	N - Subtraction - difference SSM - money - pirate treasure chests - discovery.	Children to think about how they made their boats. What happened how could they improve them? Different materials?	Thinking about choices and consequences.	Pirates real PE. Continue with cutting skills	Recap pattern and design a mermaid's tails - chn to choose appropriate resources.
Week 5	Children think back to their fantasy character - change elements of Commotion in the Ocean story using new characters. Copy of story map with blanks for children to fill in. Inovation.	N- to use language of how many more/ less SSM - money - pirate treasure chests - discovery.	Children to use nonfiction books and Ipads to find out more about the sea.	Thinking about choices and consequences.	Pirates real PE. Continue with cutting skills	Chn to design a cutlass, pirate hat or treasure chest.

<p>Week 6</p> <p>Trip to dockyard RE week</p>	<p>Children to draw a picture of something that celebrates new life - e.g egg. Write sentence about celebrating new life in nature.</p>	<p>N- to use language of how many more/ less SSM - money - pirate treasure chests - discovery.</p>	<p>Think about how Christians celebrate new life.</p>	<p>Discuss how they celebrate new life? Refer to siblings ?</p>	<p>Pirates real PE. Continue with cutting skills</p>	<p>Chn to design a cutlass, pirate hat or treasure chest</p>
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Extra ideas for topic/T4W;

Matine Cut Paper Fish art project.

Water wash back ground with pictures of child - fish floating around

Puffer Fish - using back of fork to create spines.

Octopus using pipe cleaners.

Message in a bottle.

Menu for sea creatures.

Labels for sea creature models.

Poster's for models etc.

Daily writing opportunities;

Register

Menu choice

Snack choice

Labels for PE bag contents