

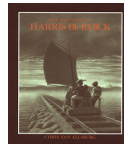
# Key Stage 1—Commotion in the Ocean—Spring 2nd

## Week 1: Wellbeing week

I am Angry  
—Michael Rosen



## Week 2: Mysteries Book Week.



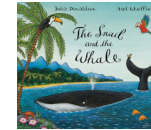
## Week 3:



## Week 4:



## Week 5:



## Week 6:



### Wellbeing Week : PHSE + Art

LO: I recognise that my feelings affect my well-being.

What makes you happy? Chn use the brain template to show what makes them mentally happy?



### Wellbeing Week: DT + PHSE

LO: I understand that a healthy diet is important for my long-term well-being.

Chn will learn about the importance of 'feel good foods'. They will sample these and make an edible face mask or snack to take home.



### Wellbeing Week : DT and RE

LO: I understand that mental health is part of my well-being.

Getting connected with God- chn discuss how they connect with God and others- they make a connection square to God.



### Session 1: Immersion Day 4th March 2019.

Children will look at the work by J.M.W Turner and recreate waves pictures and also make their own porthole to make an undersea display . Sea Monkey experiment.



### Session 2: Geography: Oceanography.

LO: To name and locate the world's five Oceans.

Children to work in groups to create Balloon Globes (dark blue) which are labelled with continents (as revision) and OCEANS.

Teach children about difference between Oceans and Seas.



### Session 3: Geography. Navigation Stations:

LO: I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Children to steer submarine over the Oceans—avoiding obstacles. (Using directional language)

Visiting all the different Oceans (Stations with the animals from each Ocean)



### Session 4: History - Charles Darwin – Who was he? What did he discover?

L.O: To learn about the lives of significant individuals

Children to search for clues (info on Darwin) hidden around the school/field on animals from the Galapagos. They will have to use close observational skills—as Darwin did!

Year 2: Use ipads to then film an 'Interview' with CD.



### Session 5: Science - Darwin's explorations—Forest/Elveden Style. (Mini-beast Hunt)

LO: I can compare a variety of habitats.

Children to explore grounds of school searching for animals in their habitats. Children collecting Tally of what they have found. (Pond area and Mini-bug Hotel compared to another location)



### Session 6: Science - Which Animal where?

LO: To identify and name a variety of animals in their habitats.

Children to learn about habitats and how animals are adapted to their habitats. Ocean habitat. Venn Diagram (practically with printed pictures/objects) about which animals can live in an Ocean Habitat and Land Habitat, are there any in both? Seals, Turtles, Penguins. What do these creatures have in common?



### Session 7: Science: Animal Habitats.

LO: I know how animals are suited to their habitat. (Ocean Habitat)

Children learning about Ocean adaptations, gills, fins, tails, blubber etc

Year 2: Children researching an Ocean animal, and writing about why it is suited to it's habitat.

Year 1: All children learning about Turtles in their habitats - using the Pie Corbett actions. Label a Turtle.



### Session 8: Fish are Friends not food!

LO: To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Year 1: Giant Food chains—Lift the Flap. (shark) Year 2: Different Marine Animal chains - Making comparisons between them. (Shark, turtle)



### Session 9: Science - Marine Biology!

LO: To identify that most living things live in habitats to which they are suited and describe how different habitats provide for them.

Share following video of exotic creatures living in the Mariana Trench. <https://www.youtube.com/watch?v=j42SUHxVLU>

Children to design/draw and write about a new creature that could live there.



### Session 10 : PHSE: Ocean clean-up!

LO: I understand that we all have responsibilities to look after our planet.

Share Pesky Plastic story with the children.  
Classes to create a Giant Turtle with the shell pieces detachable. Children to write (Y2) or Teachers scribe (Y1) the children's promise to help reduce plastic.



### Session 13 : ICT - Scratch Tinkering (Barefoot Cas)

LO: To create programs.

Children to experiment with Scratch to find out how it works and then adapt it to make their own ocean-themed activity.



### Session 11 : DT—Recycled Materials Project.

LO: I can make a Marine creature using recycled materials.

Whole-Class project, to use recycled materials to make giant Marine animals.



### Session 14: ICT— World Map Scratch activity (Barefoot Cas)

LO: To use logical reasoning to predict the behaviour of simple programs

Children look at sequences of commands and use logical reasoning to predict what they do. They then program their commands to see if their predictions are correct.



### Session 12 : DT—Recycled Materials Project.

LO: I can evaluate a Marine creature using recycled materials.

(+ additional time for making)

Children to evaluate the product they have created as a group, suggesting improvements to be made.



### Session 15: D&T—Under the sea biscuits

LO: I can design and make an item fit for purpose (Ocean-themed party)

Children to design and decorate biscuits with a view of the ocean floor.



P.E: Real PE Unit 4

Creative Skills

Cheerleading

R:E: Judaism—Leaders and teachers



P.H.S.E: Healthy and Safer

Lifestyles 4

Managing Risks



Music: Oceans, Rivers and Seas.

Charanga Unit.

