



Year D - Spring Term 2nd Half Save our seas!



This topic aims to focus our children's attention on the importance of keeping plastic out of our oceans. We will read many children's books that links and supports this topic. This will lead to many conversations to how we can help keep our oceans plastic free. The children will make posters to promote and persuade other people to think about plastic pollution. The children will also be creating artwork using recycled and plastic materials. The children will also learn about the seas that surround the UK and develop their knowledge of the oceans and continents of the world.

English

Facts and debate are the main focus of the literacy of this topic. Through the studies of a life cycle of a tree and the extensive fieldwork of native trees the children will embark on formal writing about trees, woodland habitats and life cycles



Enjoy and achieve -An opportunity to get out and about to our local beach to complete a beach clean and also to get outside to complete litter cleans.

Making a positive contribution - relating the issues that arise in the news recently, the children will be completing regular litter cleans and a beach clean on our local beach.

Social and Economic well-being - The children will have discussions around what we can do to help e.g. recycling and 2 minute beach cleans.

Stay Safe: Discussions around how we can keep ourselves and animals safe in the sea.



- Litter cleans around the school
- Beach clean
- Outdoor art/ science.
- Farm Days

English

The children will then use their listening skills, by listening to sounds from the ocean and by creating their own powerful poem. They will also be creating persuasive poster to save our seas from plastic. Also by using the wonderful Sand Horse (Michael Foreman) children learn the story, retell it, use role play and then create their own version Using the book, Dear Greenpeace the children will learn the format of writing a letter or postcard. Children use labels, lists, signs and posters to write about sea creatures and The Lonely Sea Monster. They write about their own imaginary creatures and undersea worlds.

Cross Curricular Links	Art Geography
Reading comprehension and vocab focus	Texts based on a similar theme Nonsense words- what do they mean? How can we use inference and deduction to work out new words?
Key Text type features	Story writing. Persuasive texts - posters. Letters. Poetry .
Activities to develop grammar objectives	Discrete SPAG lessons Unpick shared texts.
Writing tasks.	Story writing Persuasive text- posters Poetry Letters

Science

The children will look at all stages in the life cycle of plants and compare these to the stages in the life cycles of humans and

Science

Art and nature:

Children will investigate and sort materials according to where they came from and also learn all about those materials that come from plants. They will also create a large pollen sculptures out of clay, find flowers outside in the playground and sketch them and then make a large model of the inside of a flower using junk modelling materials! Now the weather is getting better the children will enjoy being outside by doing bark and leaf rubbings and then do a piece of playground art, using cloths, chalk and found materials.

Programme of Study

Statutory requirements from Key Stage one Programme of Study

- 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.

Working scientifically:

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

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

Geography

The children will learn about the seas that surround the UK and develop their knowledge of the oceans and continents of the world. The children will also look at the human impact of plastic in the sea.

Programme of Study

Pupils should be taught to:

Locational knowledge

- name and locate the five oceans

Human and physical geography

describe and understand key aspects of:

- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, sea, ocean, river,

What could this look like?

- Children can name and locate the five oceans.
- Children will use the basic geographical vocabulary.

Computing

Programme of Study

During their computing studies pupils: Computing skills , learning the skills needed to use a desktop or laptop computer independently.

Progression in skills: Be able to click and drag using a mouse or a trackpad. Log on and off a computer independently. Launch applications and manipulate windows opening and saving files and folders.

What could this look like? The children will use technology safely, respectfully and with purpose. Learning to be independent in saving and opening files in their folder.

Building on prior knowledge: Revisiting previous skills learnt using Paint program with the aim of saving work.

Ongoing teaching to understand online safety during computer use at all times.

Assessment statements:

I can clip and drag with a mouse or trackpad

I can switch on and shut down a computer independently

I can launch an application by double clicking

I can log on and log off on a computer independently

I can manipulate an application window by moving and resizing it

I can save my work in a folder independently

Art and Design

The children will use creativity and imagination to create artwork using recycled materials and plastic.

Programme of Study

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

What could this look like?

- Children will use a range of materials creatively to design and make artwork
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Progression in skills:

- I can use a variety of materials to create a piece of artwork

Religious Education

The children will be learning from religion and about religion.
Encouraging a sense of identity and belonging for all within our school and the wider community.

Spring 2

Understanding Christianity. Salvation: understanding one of the big stories of the Bible.

Why does Easter matter to Christians ?

Consider the views of new life linked to our experience of the season of Spring.

Tell the stories of Holy week and Easter from the Bible and link with the idea of Salvation, Jesus rescuing people.

Learning about Judaism.

Who is Jewish and how do they live?

Finding out about the Jewish community, special places of worship and traditions.

Learning about Jewish identity and family life. Learning about celebrations and festivals.

Music

The children will be learning about technical language linked to music and looking at different aspects of songs linked to the sea.

Programme of Study

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music