

Experience Title
Journeys Under the Sea

Rationale: Children will be learning about fictional journeys taken by humans and animals under the sea. In reading a range of stories children will also learn about the importance of caring for the oceans, with a particular focus on plastic pollution. Children will be selecting materials based on their properties and cutting, shaping and attaching them to make a picture.

Prior learning: Children have previously looked at maps and identified and named the main oceans of the world. They understand that most of the Earth's surface is covered in water. They know that the oceans are an important part of our planet's ecosystems and need to be looked after.

Children have used cooking utensils to cut and have previous experience of joining materials in some different ways. Pupils are used to working to a design brief.

Children know about the Christian and Hindu Creation stories and understand that some people believe that God created the world.

Children have learnt about co-ordinates and locating objects on a grid. They also developed this to include hand drawn maps and began to discuss north. When telling the time they have learnt about clockwise and anti-clockwise.

Hook: Watch extracts of 'Finding Nemo'

Outcome: Caring for the world

CLA (Core Learning Areas)

Literacy

- **READING:** Whole class reading of stories set under the sea. 'Somebody Swallowed Stanley' and 'Dear Greenpeace' will be our main texts. Year 1 continue to learn phase 5 phonics. Practise blending sounds in reading. Using an increasing range of strategies to read unfamiliar words. Developing comprehension skills to work out the meaning of unknown vocabulary. Identifying word types in stories and discussing the impact they have on the overall meaning of sentences.
- **WRITING: GRAMMAR** - Continue to work on what makes a sentence. Year 1 continue to develop use of connectives to write compound sentences. Year 2 to write subordinate clauses. Children will learn how to use powerful verbs and similes to add interest to their writing.
- **SPELLING:** Learn all tricky words phase 4-5. Learn common exception words for Years 1 and 2. Increase use of sound buttons and syllable work for segmenting. Year 2 to revise the rule of 'y' changing to an 'i'. To learn words ending with -tion. Both year groups to practise common exception words for their respective year groups.
- To accurately spell topic related words in independent writing

DT:

- To design purposeful, appealing products based on design criteria
- To select from and use a range of tools to cut, shape and join materials

- To evaluate their ideas and products against design criteria

MATHS:

- To learn about position, direction and compass points.
- To learn about turning clockwise and anti-clockwise

RE:

- To recognise that some people believe that God created the world and so we should look after it
- To retell stories about caring for the world
- To identify ways some people care for others and the world

Learning Value Focus	
Value: Love of reading	Skill: Awareness of environmental issues

How Long? 2 weeks	When? Term 4 Weeks 1 and 2
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Continuous Learning: SPAG, Arithmetic and Reasoning, Music, PSHE, French, PE

Visit:	Parental Involvement: Read books with ocean theme to children at home. E.g. Commotion in the Ocean, Flotsam, Tiddler, Snail and the Whale, Rainbow Fish. Ask children to practise half, quarter and full turns, clockwise and anti-clockwise. Look at the four points of the compass.
Visitor:	