



Medium Term Unit Planning

<p>Topic Name: - Oceans and Seas</p>	
<p>Learning outcome: Through a series of lively and interesting activities the children will build their knowledge of oceans and seas around the world. They will begin to understand the different environments these represent and how they affect life on land as well as at sea. They will develop their geographical skills and build up their knowledge of food chains, exploration, and evolution.</p>	
<p>Hook Research, stand and deliver a presentation based on aquatic animals. Children can choose their favourites and use non-fiction books and iPads to find information.</p>	<p>Topic Showcase (e.g. display, museum, performance, presentation) Trip to the Sea Life Centre. Sketchbook drawings made of animals during visit to influence art lessons in school.</p>
<p>Oracy: Stand and deliver as part of the hook mentioned above. Explaining how some islands are hot/cold depending on the location in the world. There will be research into the Pacific Ocean, and the children will do a similar stand and deliver activity in groups.</p>	<p>Key Vocabulary: Equator, ocean, sea, Pacific, Atlantic, Great barrier reef, Coral Reef, continents, earth, world, countries, shades, thickness, tones.</p>
<p>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): Commotion in the Ocean The Storm Whale (Literacy Shed+) Dougal's Deep-Sea Diary Not Quite Narwhal (Literacy Shed+)</p>	
<p>Citizenship/Community Opportunities: (Focus – change in attitude/increase knowledge and awareness/make a difference) Looking into sea-life. Gain an understanding of how to keep oceans healthy for sea creatures. Lessons based on plastic pollution and litter. This will be covered in more detail in our 'We are Britain' topic too.</p>	



Medium Term Unit Planning

Experiences/Visits/Visitors

Trip to Sea Life Centre.

Main Subjects covered:

Geography

Art

Science

Geography Threshold concepts

Investigate places

This concept involves understanding the geographical location of places and their physical and human features.

Art Threshold Concepts

Master techniques

This concept involves developing a skill set so that ideas may be communicated.

Science Threshold Concepts

Understand animals and humans

This concept involves becoming familiar with different types of animals, humans and the life processes they share.

Notes:

This scheme of work will be based on 'Oceans and Seas'. Literacy themes will follow suit with books based on oceans and seas (titles seen above). This scheme will also act as an introduction to our 'Seaside's in the Past' subtopic that will be covered in 'We are Britain', later in the year.



Medium Term Unit Planning

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. I can research different sea creatures and present findings to the class.</p>	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p> <p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p>	<p>Go through the boards that show different sea creatures. Look at some fun facts and explain the children how non-chronological reports are laid out. Remind them of Literacy lessons where we will be going over those features. Children will then begin to create an information poster showing everything they can find about their chosen sea creatures. Use non-fiction books and iPads to research.</p>
<p>2. I can research different sea creatures and present findings to the class.</p>	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Understand animals and humans</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p> <p>Identify and name a variety of common animals that are birds,</p>	<p>Look back at their posters created the day before. Children to begin preparing a short presentation. They can practise with peers first and then present their findings to the class. The class can then feedback what they enjoyed about the presentation and what they would like to know more about.</p>



Medium Term Unit Planning

	This concept involves becoming familiar with different types of animals, humans and the life processes they share.	fish, amphibians, reptiles, mammals and invertebrates.	
<p>3. I can name and locate the world's seven continents and five oceans.</p> <p>I can also use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p>	<p>Introduce the lesson by explaining the world map and introduce atlases. Show the children how they can use the atlases to find the names of the continents and oceans.</p>
<p>4. I can develop my art skills to draw lines of different size and thickness.</p>	<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Draw lines of different sizes and thickness.</p> <p>Show different tones by using different coloured pencils.</p>	<p>Introduce the lesson by showing the children an example of what the final piece of art should look like. The lesson today will be about creating the waves using different thicknesses. Children to grab their sketchbooks and practise drawing their waves.</p>
<p>5. I can develop my art skills by painting with brushes of</p>	<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Use thick and thin brushes.</p>	<p>Look back through sketchbooks and discuss the lines that were drawn previously with different sizes and thickness. Go through boards</p>



Medium Term Unit Planning

<p>varied size and thickness.</p> <p>I can experiment with different shades of colours by adding white and black.</p>		<p>Add whites to colours to make tints and blacks to colours to make tones.</p>	<p>which show examples of the sea going from light blue to dark blue. Ask the children how we could recreate that effect with paints. Children to then create their backgrounds by painting using their different shades of blue.</p>
<p>6. I can develop my art skills by painting with brushes of varied size and thickness.</p> <p>I can experiment with different shades of colours by adding white and black.</p>	<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Use thick and thin brushes.</p> <p>Add whites to colours to make tints and blacks to colours to make tones.</p>	<p>Discuss the key vocabulary from yesterday's lesson (shades, tones, thickness). Explain how they will be painting and editing their foreground. Discuss the meaning of this. Children to then add the photo of themselves swimming under the ocean and begin to add details (snorkels, bubbles etc.)</p>
<p>7. I can research the Pacific Ocean and share findings with the class.</p>	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Understand animals and humans</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p> <p>Identify and name a variety of common animals that are birds,</p>	<p>Introduce the lesson by reminding the children of where the Pacific Ocean is on the world map. Discuss the research project that was completed at the start of 'Oceans and Seas'. Explain that they will now do a similar project, based on the Pacific Ocean and try to improve their stand and deliver skills.</p>



Medium Term Unit Planning

	<p>This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<p>fish, amphibians, reptiles, mammals and invertebrates.</p>	
<p>8. I can research the Pacific Ocean and share findings with the class.</p>	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p> <p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p>	<p>Look back at their posters created the day before. Children to begin preparing a short presentation in groups. They can practise in their groups first and then present their findings to the class. The class can then feedback what they enjoyed about the presentation and what they would like to know more about.</p>
<p>9. I can research the coral reef and the sea creatures that live there.</p> <p>I can understand the location of the coral reef.</p>	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Master techniques</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p> <p>Collage Use a combination of materials that are cut, torn and glued.</p>	<p>Look at where the Australian coral reef is on Google Earth. Show examples of craft coral reef on the board. Discuss what materials and equipment would be needed to recreate these. Split into small groups and start making the coral reef. Throughout the lesson, stop and discuss different sea creatures that live there and see if the children can add them to their designs.</p>



Medium Term Unit Planning

	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	
<p>10. I can locate the oceans and seas.</p> <p>I can plan the placement of an island based on the equator.</p>	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>Name and locate the world's continents and oceans.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Go through the boards that show islands around the Atlantic. Ask the children whether they think they are hot or cold islands and how they know. Introduce the equator and discuss what impact that has on earth. Look at what other countries are also around the equator. Is the United Kingdom? Show children how co-ordinates are used in atlases. Provide children with a grid template and ask the children to create their own island. They need to decide where they want their island based on the countries that surround it, and whether they want it hot or cold.</p>
<p>11. I can locate oceans and seas.</p> <p>I can understand what we need to survive.</p>	<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p> <p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> <p>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Once the children have placed their islands, they should create their island on a bigger scale. Discuss what would be needed on their island for people to survive there. Children then create a key using co-ordinates to show where features are.</p>



Medium Term Unit Planning

		Explore and compare the differences between things that are living, that are dead and that have never been alive.	Children to then add parts to their island that are living, dead and never been alive. How do we know which is which?
12. I can show human and physical features on a map.	Investigate places This concept involves understanding the geographical location of places and their physical and human features.	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	After the previous lesson, the children should label it with the human and physical features. The children can also add more if there is time.