

Topic: Underwater Explorers**Term: Summer 1****Topic Length: 5 weeks**

INTENT	Vision	Together we all discover, learn, grow and succeed					
	Values	W	A	R	M	T	H
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
		Learning Behaviours		Disciplinary Knowledge		Substantive Knowledge	
	Attitudes and attributes for learning and life		Know How-Subject specific thinking and problem solving.		Know What-Deep learning of the key knowledge.		

IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habits	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	To develop understanding of the complexities of the habitats, lifeforms and challenges that derive from the Earth's oceans.										
		Hook: Trip to the Aquarium					Outcome: To create a persuasive range of non-fiction mediums (newspaper report/poster/leaflet) informing readers/viewers of the dangers of polluting our oceans.					
	Main Subjects	Science			DT				Geography			
	Key Performance Indicators	Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.			Create a moving picture of an underwater scene. Design an appealing product for other young users based on design criteria. Explore and use mechanisms to create pictures using sliding animals and levers. Explore and evaluate a range of existing products.				Use simple field work and observational skills to complete a field study around school and surrounding areas. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, hill, mountain, sea, ocean, river, season and weather. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.			
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency				

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Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
PE	Athletics -To learn to master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.
RE	Muslim faith core beliefs and concepts
Computing	Use a computer to create and format text, before comparing to writing non-digitally. <ul style="list-style-type: none">• Use technology purposefully to create, organise, store, manipulate and retrieve digital content• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies



Key Objective Progression

Prior Knowledge	Year 1 - Key Objective	Future Learning
<p><u>ELG: Understanding people and communities</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environment might vary from one another.</p>	<p><u>Year 1: Geography</u> Use simple field work and observational skills to complete a field study around school and surrounding areas.</p>	<p><u>KS2:Geography</u> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p><u>ELG: Understanding people and communities</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environment might vary from one another.</p>	<p><u>Year 1: Geography</u> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, hill, mountain, sea, ocean, river, season and weather.</p>	<p><u>KS2:Geography</u> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
<p><u>ELG: Understanding people and communities</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environment might vary from one another.</p>	<p><u>Year 1: Geography</u> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><u>KS2:Geography</u> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p><u>ELG: Exploring and using media and materials</u> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>Year 1: DT</u> Design an appealing products for other young users based on design criteria.</p>	<p><u>KS2: DT</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>
<p><u>ELG: Exploring and using media and materials</u> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>Year 1: DT</u> Explore and use mechanisms to create pictures using sliding animals and levers.</p>	<p><u>KS2: DT</u> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>
<p><u>ELG: Exploring and using media and materials</u> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>Year 1: DT</u> Explore and evaluate a range of existing products.</p>	<p><u>KS2: DT</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>



<p><u>ELG: Understanding the world</u> Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p><u>Year 1: Science</u> Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p>	<p><u>Year 2: Science</u> Describe the basic needs of animals, including humans, for survival (water, food and air).</p>
<p><u>ELG: Understanding the world</u> Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p><u>Year 1: Science</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p><u>Year 2: Science</u> Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>