

## Topic Name: Oceans and Seas

### Class and Year Groups: Yellow Class Year 2/3

<p><b>SUCCESS CRITERIA:</b> On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> <li>• Use an atlas to name and locate 7 continents, 5 oceans, seas and different countries</li> <li>• To sequence photographs etc. from different periods of their life Describe memories of key events in lives</li> <li>• To find out about everyday lives of people in time studied</li> <li>• To follow directions (as yr 1 and including NSW and read and create maps including a key</li> <li>• To notice that animals, including humans, have offspring which grow into adults</li> <li>• To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• To draw with accuracy using line and colour-pirate portraits</li> </ul>	<p><b>KEY FOCUS AREAS:</b> The world-Seas and oceans</p> <p>Our place in the world-use and drawing of maps and plans including keys</p> <p>History of significant individuals</p> <p>Animals including humans</p>	<p style="text-align: center;"><b>SYNOPSIS:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Week 1</td> <td>Timeline-famous explorers</td> </tr> <tr> <td>Week 2</td> <td>Researching and writing about one of the famous explorers</td> </tr> <tr> <td>Week 3</td> <td>Famous Pirates</td> </tr> <tr> <td>Week 4</td> <td>Treasure maps</td> </tr> <tr> <td>Week 5</td> <td>Compass directions</td> </tr> <tr> <td>Week 6</td> <td>RNLI</td> </tr> </table>	Week 1	Timeline-famous explorers	Week 2	Researching and writing about one of the famous explorers	Week 3	Famous Pirates	Week 4	Treasure maps	Week 5	Compass directions	Week 6	RNLI
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<p><b>TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</b></p>		<p><b>KEY QUESTIONS (linking to topic factsheet):</b></p> <ol style="list-style-type: none"> <li>1. What do you already know about pirates? Can you name any famous ones?</li> <li>2. Why is Dame Ellen McArthur a dame?</li> <li>3. How many oceans and seas are there?</li> <li>4. What are the main 5 food groups?</li> <li>5. What do humans and animals need for survival?</li> </ol>												
<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• use basic geographical vocabulary to refer to:</li> </ul> <p>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Describe and understand key aspects of human and physical geography</li> </ul> <p><u>Science</u> Year 2</p>		<p style="text-align: center; background-color: #e1eef6; padding: 2px;"><b>Opportunities for Extension</b></p> <ul style="list-style-type: none"> <li>• To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> <li>• To learn about significant individuals and be able to comment on why they have made a positive impact on the world.</li> <li>• To broaden their scientific view of the world around them.</li> <li>• To ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them.</li> </ul>												

- asking simple questions and recognise that they can be answered in different ways
- identifying and classifying
- using their observations and ideas to suggest answers to questions
  
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 3

- ask relevant questions and use different types of scientific enquiries to answer them
- record findings using simple scientific language, drawings and labelled diagrams
- identify differences, similarities or changes related to simple scientific ideas and processes
  
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

<p><b>ENGLISH:</b>  <b>The Pirates next door</b>          -character descriptions          -narratives          -instructions  <b>Dougal the deep sea diver</b>          -descriptive writing          -diary writing</p>	<p><b>MATHS:</b>  <b>Yr2</b>          Multiplication and division          Statistics</p>	<p><b>MATHS:</b>  <b>Yr3</b>          Multiplication and division          Statistics</p>	<p><b>SMSC/PSHE/BRITISH VALUES:</b>          Individual liberty          Respect and tolerance            SMSC-mindfulness and wellbeing</p>
<p><b>ART/DT:</b>          Drawing pirate style portraits and adding colour and tone          Making own pirate ships with working parts            Making rafts</p>	<p><b>READING KEY TEXT(S):</b>          Whole class reading-Flotsam</p>		<p><b>PHYSICAL EDUCATION:</b>          Barrier Games-Tennis          Dance          Year 3-swimming</p>
<p><b>MUSIC:</b>          Learning sea shanties          Charanga</p>	<p><b>ICT/COMPUTING:</b></p> <ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go</li> </ul>		<p><b>ENRICHMENT and VERTICAL DRIVERS:</b>  <u>Enrichment</u>          Visit to the sea life centre (Covid permitting)  <u>Vertical Drivers</u></p> <ul style="list-style-type: none"> <li>• Staying Safe-Internet safety day February</li> </ul>

	<p>for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>E-safety-Internet safety Day</p>	<ul style="list-style-type: none"> <li>• Our place in the world/Courageous advocacy</li> </ul>
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**ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding**

<b>Geography Targets – As a Geographer</b>	<b>Geography Targets – As a Geographer</b>	<b>Art and Design Targets: As an Artist</b>
<p>Year 2</p> <ul style="list-style-type: none"> <li>• I can ask simple geographical questions: where is it? What is it like?</li> <li>• I can use NF books, stories, maps, pictures/photos and internet as sources of information</li> <li>• I can investigate my surroundings</li> <li>• I can make appropriate observations about why things happen</li> <li>• I can make simple comparisons between features of different places</li> <li>• I can find a route on a map, use a plan view and use an infant atlas to locate places</li> <li>• I can spatially match places (e.g recognise UK on a small scale and large scale map)</li> <li>• I can follow directions (N, E, S, W)</li> <li>• I can create a map of a real or imaginary place (e.g add detail to a sketch map from aerial photography)</li> <li>• I can understand the need for a key and can use class agreed symbols to make a simple key</li> <li>• I can find land/sea on a globe</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>• I can begin to ask/initiate geographical questions</li> <li>• I can use NF books, stories, maps, pictures/photos and internet as sources of information</li> <li>• I can locate places on a large scale map</li> <li>• I can use 4 compass points well</li> <li>• I can begin to use all 8 compass points</li> <li>• I can use letter/no of coordinates to locate features on a map confidently</li> <li>• I can create a map of a short route experienced, with features in correct order</li> <li>• I can make a simple scale drawing</li> <li>• I can understand why a key is needed</li> <li>• I can begin to recognise symbols on an OS map</li> <li>• I can use medium and large OS maps and follow a route on larger scale maps</li> <li>• I can use junior atlases</li> <li>•</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>• I can record and explore ideas from first hand observation, experience and imagination.</li> <li>• I can ask and answer questions about the starting points for my work and the processes I have used.</li> <li>• I can develop my ideas.</li> <li>• I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>• I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>• I can draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>• I can experiment with the visual elements: line, shape, pattern and colour.</li> <li>• I can mix a range of secondary colours, shades and tones.</li> <li>• I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• I can use ICT</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• I can question and make thoughtful observations about starting points and select ideas to use in my</li> </ul>

## Design Technology Targets: As a Designer

### Year 2

- I can Generate ideas by drawing on my own and other people's experiences
- I can develop my design ideas through discussion, observation , drawing and modelling
- I can identify a purpose for what I intend to design and make
- I can identify simple design criteria
- I can make simple drawings and label parts
- I can begin to select tools and materials; use vocab' to name and describe them
- I can choose and use appropriate finishing techniques
- I can evaluate against the design criteria
- I can talk about my ideas, saying what I like and dislike about them

## Design Technology Targets: As a Designer

### Year 3

- I can generate ideas for an item, considering its purpose and the user/s
- I can identify a purpose and establish criteria for a successful product.
- I can plan the order of my work before starting
- I can explore, develop and communicate design proposals by modelling ideas
- I can make drawings with labels when designing
- I can select tools and techniques for making my product
- accuracy
- I can choose and use appropriate finishing techniques
- I can evaluate against the design criteria
- I can talk about their ideas, saying what I like and dislike about them

work.

- I can explore
- relationships between line and tone, pattern and shape, line and texture.
- I can make and match colours with increasing accuracy.
- I can use more specific colour language e.g. tint, tone, shade, hue.
- I can choose paints and implements appropriately.
- I can plan and create different effects and textures with paint according to what I need for the task.
- I can show increasing independence and creativity with the painting process.