

<p><u>Links to Prior Learning</u></p> <p>Wriggle and Crawl/Scented Garden – grouping living things Paws Claws and Whiskers – environment can pose danger Land Ahoy/Paws Claws and Whiskers – locate rainforests, oceans, equator etc Paws Claws and Whiskers – food chains Superheroes – muscles for movement</p>	<p><u>Knowledge</u></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, earthquakes, and the water cycle (Geography) Construct and interpret a variety of food chains Identify producers, predators and prey Some animals have skeletons and muscles for support, protection and movement Living things can be grouped in a variety of ways Use classification keys Environments can change posing danger to living things (Science)</p>	<p><u>Cultural Capital</u></p> <p>Book: Flotsam Art: Hokusai and Homer Music: La Mer (Debussy), The Sea and Sinbad’s Ship (Rimsky Korsakov), Hans Zimmer Healthy diet choices Conservation of the planet Awareness of sea related natural disasters</p>
<p><u>Key Questions</u></p> <p>Why/how should we protect the oceans? What’s the difference between an ocean and a sea? What’s the ugliest fish in the sea?</p>	<p><u>Big Blue!</u></p> <p><u>Yr 3/4</u></p>	<p><u>Key Vocabulary</u></p> <p>Atlantic, Arctic, Indian, Pacific and Southern Oceans Continents Food chains, producer, predator, consumer, prey, Carnivore, herbivore, omnivore, Classification keys Vertebrate, invertebrate Fish (Ray, Seahorse, Salmon, Whale shark) amphibian (salamander, axolotl), reptile (sea turtle, bearded dragon, alligators), bird (seagull, albatross, penguin) mammal (bottlenose dolphin, whale, otter) crustacean (crab, lobster, oyster) Habitat</p>
<p><u>Throughout</u></p>	<p><u>Discrete</u></p> <p>Computing – Yr 3 Branching Databases – Yr 4 Data Logging PSHE – Explain how they might make a positive contribution to a world issue. Recognise the role of voluntary groups. RE – Y3 Is a Jewish/Hindu child free to choose their beliefs? Multi faith unit RE – Y4 Salvation – What would Jesus do? French – Y3 unit 4. Y4 Sporting lives, healthy eating, friends. Y3 instrumental music lessons</p>	

Maths Links

Positional language – horizontal, vertical, turns, compass points, volume, capacity, estimate/compare/calculate measures.

English Links

Somebody Swallowed Stanley
IPEEL persuasive letters to parliament re plastic in the oceans
Writing response to a piece of music

DT tools and techniques

N/A

Art tools and techniques

Painting seascapes focusing on creating texture and colour mixing
Collage

History knowledge to be remembered

N/A