

<p><b><u>Links to Prior Learning</u></b></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><b><u>Substantive Knowledge</u></b></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><b><u>Cultural Capital</u></b></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><b><u>Key Questions</u></b></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><b><u>Big Blue!</u></b></p> <p><b><u>Yr 3/4</u></b></p>	<p><b><u>Key Vocabulary</u></b></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><b><u>Throughout</u></b></p>	<p><b><u>Discrete</u></b></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>	

<p><b><u>Maths Links</u></b>          Positional language – horizontal, vertical, turns, compass points, volume, capacity, estimate/compare/calculate measures.</p>	<p><b><u>English Links</u></b>          Somebody Swallowed Stanley          IPEEL persuasive letters to parliament re plastic in the oceans          Writing response to a piece of music</p>
<p><b><u>DT tools and techniques</u></b>          N/A</p>	<p><b><u>Art tools and techniques</u></b>          Painting seascapes focusing on creating texture and colour mixing          Collage</p>
<p><b><u>History knowledge to be remembered</u></b>          N/A</p>	<p><b><u>Evaluation 2019/20</u></b>          Not taught in school due to Covid-19</p>