

UNDER the SEA

Science

As scientists we should already know:

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and
- describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name sources of food

As scientists we will:

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

BE RESILIENT
By exploring different ways to classify animals

Vocabulary:

group, variety, identify, classification, key, environment, kingdom, species, fungi, bacteria, climate change, characteristics, extinction, pollution

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Geography

BE WORLD WISE

By learning about animals and plants from different areas of the world

As geographers we should already know:

- *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*

As geographers we will:

- *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*
- *Use maps, atlases, globes and digital/computer mapping.*
- *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)*

Vocabulary:

grid, reference, cartographer, globe, North East, North West, South East, South West, observe, measure, record, present, satellite image, terrain, political map, physical map, climate map, topographic map, urban, relief, sea level, latitude, longitude, cardinal points, time zones. estimate

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BE CREATIVE
By creating our own sculpture

BE RESILIENT
By evaluating and improving our work

As designers we should already know:

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

As designers we will:

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- 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
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Vocabulary

functional, appealing, aesthetic, ergonomic, brief, construction, client, purpose, criteria, usability, develop, dimension, evaluate, innovate, manufacture, material, modification, modify, process, product, prototype, quality, research, safety, specification, suitable, cross-section, enlarged, exploded drawing, malleable, proportion, resistance, questionnaire

Outcome : create a sculpture made from recyclable materials. We will be creative by designing our own plastic model sculpture and be resilient by evaluating and improving our designs.

UNDER THE SEA

As Artists we should already know:

- Use sketch books to collect, record and review artistic ideas from a range of different sources.
- Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
- Select, and use appropriately, a variety of materials and techniques in order to create their own work.

As Artists we will:

- Use sketch books purposefully to develop and refine ideas and plan for a specific outcome. (e.g. sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)
- Investigate the nature and qualities of different materials and processes systematically.
- Apply the technical skills they are learning to improve the quality of their work. (e.g. in painting they select and use different brushes for different purposes)
- Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.

BE CREATIVE
By experimenting with
different drawing techniques

BE RESILIENT
By reflecting and
evaluating our work

Vocabulary: tone, light/dark, intensity – strong/weak, shade, landscape, portrait, primary colours, secondary colours, complimentary colours, horizon

Outcome- watercolour storm picture. We will be creative and resilient by researching an artist and evaluating their technique before trying them ourselves.

UNDER the SEA

Music

As Musicians we should already know:

- Use their voices with increasing accuracy, control and expression
- Breathe well and pronounce words when singing
- Play tuned and un-tuned instruments to perform simple melodic and rhythmic parts with increasing accuracy

As Musicians we will:

- Maintain a simple part within a group
- Play tuned and un-tuned instruments to perform simple melodic and rhythmic parts with increasing accuracy

BE CREATIVE
By exploring a range of instruments to create a sound

BE RESILIENT
By performing for our peers

Vocabulary: Dynamics: forte (=loud), piano (=quiet), tempo: moderate, steady, constant, pitch: ascending, descending, texture, scale, step, leap (skip), solo, ensemble, unison

Outcome- Create own introduction to Under the Sea from the Little Mermaid using instruments and voices.