

NC	Learning Objective	Activity suggestions	Resources	IT	Outdoor	Eng/maths	Success criteria
Geography	<p>To name and locate the oceans of the world.</p> <p>To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.</p>	<p>To look at a world map and find the oceans.</p> <p>Investigate a tropical and arctic location. Choose one to compare to our human and physical geography.</p> <p>Look at daily weather reports and use google earth to compare here with another area.</p>	Atlas, google map.	Google map.	Creating shelters to keep cool or warm.	<p>Labels for maps.</p> <p>Writing comparisons of warmer and colder climates – what clothing, food, transport etc.</p> <p>Volume using water</p>	Children can name and locate the oceans of the world. They can identify which areas will be cold and hot. They can compare Westcliff with another region of the world.
History	To investigate the life of Sir Francis Drake/Scott or Shackleton.	Use on line information to learn about any or all of the explorers. Relate their achievements to the time in history.	Websites. Artefacts.	Websites		<p>Writing a non-fiction account of one of the explorers.</p> <p>Measure – distance, depth.</p>	Children can Use the vocabulary of the past. They can compare their lives with those of significant figures from the past.

Science	To identify and name a variety of fish and water based animals.	Research sea life in the locations explored. Create pictures/ models of the various sea creatures for display.	Internet. Art supplies.	Internet Blue planet.		Lists Labels Reports Make fact posters – each table has different creature to research.	I can identify and name sea based animals.
	To participate in Science dome learning from outsourced learning.	To extend our understanding of sea creatures and environments.					
	To describe the physical properties of everyday materials.	Build shelters outside and decide what materials are the most suitable.	Materials for shelter. Camera	Camera	Building shelters.		I can identify suitable materials and explain why.
	To recognise seasonal changes.	Keep a record of the weather for a week and investigate frost ice etc. relating them to Winter.	Table for recording. Camera. Clipboards.	Internet Camera	Investigating outside.		I can recognise seasonal changes associated with winter.
DT	To design and make fish tanks.	Create fish tanks to display fish.	Shoe boxes Different				I can design and make a

		Create models of sea creatures.	materials.				fish tank.
Art	To paint or draw sea based animals.	<p>Children observe closely and then create pictures using a variety of materials - chalk, paint, glitter, felt tips, wax crayon.</p> <p>Create a rainbow fish using coffee filters and felt tips.</p> <p>Create sea creatures using a variety of recycled materials.</p>	<p>Paints</p> <p>Glitter</p> <p>Glue</p> <p>Chalk</p> <p>Felt tips</p> <p>Wax crayon</p>	Images on IWB.			I can create a picture of a sea based animal.
RE	See RE topic plans.	See RE weekly plans.					
PE	<p>Outside – throwing and catching.</p> <p>Val Sabin – gym - points and patches.</p>		Val Sabin CD	CD			<p>I can throw and catch a variety of objects.</p> <p>I can and move on points and patches.</p> <p>I can put my balances and moves together to</p>

							form a sequence.
ICT	<p>To be able to use a mouse to draw a picture of a sea creature.</p> <p>To be able to use the keyboard to type up a caption.</p> <p>To use beebots.</p>	<p>Draw a picture of sea creatures.</p> <p>Create captions for pictures and display.</p> <p>To use beebots in underwater scenes.</p>	Computer			Writing a caption.	<p>I can use a mouse to draw a picture of sea creatures.</p> <p>I can use the keyboard to write a caption for a sea creature.</p>
Maths	To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial reps and arrays with the support of the teacher– 2's, 5's,10's.	<p>See weekly CLIC plans.</p> <p>Practical – setting out and sharing groups of objects/children.</p> <p>Practical use of arrays – egg boxes, numicon etc</p>	<p>CLIC SMART resources.</p> <p>Objects – dogs..counters..multilink.</p> <p>Egg boxes.</p>	<p>You tube songs.</p> <p>SMART resources.</p>	<p>Water outside</p> <p>Outdoor PE warm up activities</p>		I can solve a one-step multiplication or division problem using concrete objects and pictorial representations.

	<p>To compare, describe and solve practical problems for capacity and volume.</p> <p>To measure and begin to record capacity and volume.</p>	<p>Use of water in outside area and use of multi link etc in classroom to encourage development of language – full/empty/half-full etc</p> <p>Use of measuring jugs to record liquid as well as the counting of pasta/multilink etc.</p>	<p>Water Containers Multilink pasta</p> <p>Measuring jugs Multilink Pasta</p>				<p>I can compare, describe and solve practical problems for capacity.</p> <p>I can measure and begin to record capacity.</p>
Literacy	<p>To use full stops and capital letters appropriately.</p> <p>To write sentences, sequencing them to form short narratives.</p> <p>To read their writing to make sure it makes sense.</p> <p>To discuss what they have written.</p> <p>To read their writing aloud.</p> <p>To use a variety of texts to expand vocabulary and</p>	<p>Write information texts about explorers</p> <p>Write letters from the explorers to home.</p> <p>Write information texts/labels about their fish/animals.</p> <p>Write stories about their animals.</p> <p>Write/orally compose predicted endings for a variety of stories.</p>	As above in topic areas.	As above	As above.		<p>Children to write sentences that they can read to check for mistakes and read aloud.</p> <p>I can use full stops and capital letters correctly.</p>

	<p>comprehension.</p> <p>To share a variety of fiction and non-fiction books to extend vocabulary eg Captain Yellow belly, Barry the Fish with Fingers, Tiddler, Sea Creatures.</p>						
Guided Reading.	<p>To link events in the stories to their own experiences.</p> <p>To predict what happens next on the basis of what has happened.</p> <p>To discuss meanings of new words.</p> <p>To retell the story.</p>	To read a variety of books in small groups or individually.					
Music	To listen with concentration and understanding to a range of high-quality live and recorded music.	<p>Songs in class for different areas of the curriculum.</p> <p>Music lessons with Mrs Lazell.</p> <p>Hymn practice.</p> <p>Listen to Commotion in the Ocean music cd to accompany the storybook.</p>	<p>Commotion in the ocean cd.</p> <p>Under the sea singalong – you tube.</p>	CD			I can listen with concentration and understanding to live and recorded music.

