


Year Group - 2	Term – Summer Term		
Name of Unit Overview – Under the Sea 		Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
Context, Big Questions and Wider World impact <ul style="list-style-type: none"> <li>✓ To learn about our planet and the effects that we can have as humans.               <ul style="list-style-type: none"> <li>✓ Why is it important to know about this part of our world?                   <ul style="list-style-type: none"> <li>✓ How would we protect our planet?</li> <li>✓ Are Humans kind to the planet?</li> </ul> </li> <li>✓ Pollution in the sea- single use plastic                   <ul style="list-style-type: none"> <li>✓ Climate change</li> <li>✓ Endangered animals</li> </ul> </li> </ul> </li> </ul>			
Subject specific learning areas			
Science		Suggested journey of the unit	
Prior learning and where the objectives are revisited later in the year.	Key year group learning		
Previous years Food chains Habitats  Revisit within this year Habitats	Can we ....?  Explore and compare the differences between things that are living, dead or that have never been alive Identify that most living things have a habitat or a micro habitat Describe how different habitats provide the basic needs different kinds of animals and plants Describe how animals obtain from plants and other animals Use the idea of simple food chains	<b>Week 1</b> – Charities and fundraising events  <b>Week 2</b> – Locate the 5 oceans of the world and identify their features e.g coral reefs  <b>Week 3</b> – What effect do we as humans have on our planet/ oceans <b>Adopting a sea turtle!</b>  <b>Week 4</b> - How we can save our oceans/ planet  Video interviews about how we can look after our world (ipads)	

		<b>Week 5</b> –Identify physical features of the coast and seaside towns <b>Week 6</b> – Victorian sea side holidays and how they have changed over time <b>Week 7</b> - Traditional seaside entertainment <b>Week 8</b> - Creating artwork using a variety of different media. <b>Week 9</b> - Discussing different religions and belonging.
<b>Humanities – History &amp; Geography</b>		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
Previous years Oceans and continents Toys from Victorian times  Revisit within this year Oceans Seaside games and activities	Can we locate the five oceans of the world? Can we understand features of the coast and seaside towns? Can we explain the effect humans have on our planet? Can we understand the Victorian seaside traditions? Can we explain how holidays have changed over time?	<b>Week 10</b> - Discussing light and dark and exploring shadows.  <b>Week 11</b> - To discuss and explore staying healthy.  <b>Week 12</b> - Labelling the continents and 5 oceans on a map.
<b>Art and Design &amp; Design Technology</b>		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
Previous years  Revisit within this year	Can we....? Use a range of materials creatively to design and make products Create an under the sea scene using different media	
<b>Computing and Technological Understanding</b>		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
Previous years Ipad exploration  Revisit within this year Using ipads	Can we use the camera function on the ipads to take detailed photos? Can we make a presentation using video on plastic pollution? Can we record the plastic use in school using technology? Can we conduct video interviews about how we look after our world?	

<b>Vocabulary Oracy activities</b>	<ul style="list-style-type: none"> <li>✓ Urchins, barnacles, anchor, squid, octopus, waves, oceans, pollution, endangered, climate change, adoption, Victorian, campaign, turtle</li> <li>✓ Performance-Reciting story maps and Echo reading. Practising tone, speed and body language.</li> <li>✓ Communicating with others- Every voice is valued -Tasks to decipher topic vocab and organising information. Speak like an expert.</li> <li>✓ Debate- Should we go fishing? Should we use plastic?</li> </ul>	<b>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</b>	<ul style="list-style-type: none"> <li>✓ Green day- bottle top creation</li> <li>✓ Now press play activity</li> <li>✓ Eco warriors for each class to inspire using less plastic</li> </ul>
		<b>Trips/ Visits / Experiences</b>	<ul style="list-style-type: none"> <li>✓ Adopt a turtle</li> <li>✓ Green day art project</li> <li>✓ Sea Life Centre</li> </ul>
<b>Discrete subject learning focus areas</b>			
<b>Music</b>	Sing Up Swing-a-long with Shostakovich Charlie Chaplin Tanczyny Labada	<b>RE</b>	Islam Key Question- Does going to the Mosque give Muslims a sense of belonging? We will be focusing on the concept of belonging as well as gaining a deeper understanding of the Mosque as well as the community.
<b>PE</b>	Sending and receiving Action and response Focusing on our control as well as applying new skills and concepts within team games.	<b>PSHE</b>	Charities and fundraising We will be focusing on the importance of charities as well as the reason behind a range of different charities.
<b>Final quality products</b>	<ul style="list-style-type: none"> <li>- Bottle top sculpture</li> <li>- Poster on sea creature and plastic pollution</li> </ul>	<b>Home learning opportunities</b>	<ul style="list-style-type: none"> <li>- Encourage reduce, recycle, reuse at home</li> <li>- Variety of under the sea activities on Topic grid (on Seesaw)</li> </ul>
<b>Enriching our curriculum and personal development opportunities.</b>			
<b>Prior opportunities</b>	<b>Experience</b>	<b>Learning to come from those activities</b>	
	<ul style="list-style-type: none"> <li>- Adopt a turtle</li> <li>- School Trip- Sea Life</li> <li>- Green Day</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about charities, how to fundraise and about the impact humans have on turtle life and why they are endangered.</li> <li>- Understanding about plastic pollution and how to reduce, recycle and reuse plastic to help save our world.</li> </ul>	
<b>International Education (IE)</b>			<b>International Tasks:</b> <i>Starters/Plenaries/ 15-30-minute activities</i>
<b>Prior learning:</b> <ul style="list-style-type: none"> <li>✓ International Week</li> </ul> <b>Revisit within this year</b> <ul style="list-style-type: none"> <li>✓ Map work</li> <li>✓ Looking at seas from Pirates</li> </ul>	<b>International Targets (choose all that apply):</b> <ul style="list-style-type: none"> <li>• Locate and identify countries on a map and providing the international context for this topic</li> <li>• Understanding different cultures, values and customs</li> <li>• Similarities and differences between UK and other countries</li> <li>• Building tolerance and respect for other cultures</li> <li>• Understanding details, similarities and differences of the lives of others, past and present</li> </ul>		<ul style="list-style-type: none"> <li>- In Geography the children are looking at oceans surrounding different countries.</li> <li>- We are looking at Islam in RE.</li> <li>- We will be looking at Victorian seaside holidays and how they have changed over times.</li> </ul>

	<ul style="list-style-type: none"><li>• Trade, tourism and travel (to and from UK)</li><li>• Identify activities and habits which are different from but equal to their own</li><li>• Significance of relevant celebrations / rituals</li><li>• Recognising individuality and independence of separate cultures</li></ul>	
--	---	--