| Key Concepts: | Intent: | |
|---|---|---|
| Sustainability, Freedom, Responsibility, Impact, Citizenship | To understand what affects the oceans.<br>To develop ideas to make changes for a better environment. | |
| **National Curriculum Statements (Target Tracker)** | **Starter: What lives in the ocean? Watch a turtle's tale.** | |

| Pupils will be taught to – | Subject: | Key Vocabulary: |
|---|---|---|
| RE<br>See SACRE document – unit **1** | **R.E: How can we protect our world? Unit 1 – Creation and Green Issues.** | |
| Art<br>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.<br>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.<br>Explain what he/she likes or dislikes about their work | Can I investigate the different animals that live in the ocean.<br>Can I analyse conservation and think about how plastic is destroying the habitats.<br>Can I explain how I can protect our oceans and animals?<br>Can I explain the creation story?<br>Can I explain what Christians, Jews, Muslims and Hindus believe about how the world came to be?<br>Can I understand the importance of looking after God's creations? | Green Issues, Pollution, Environment, Morals Right, Wrong, Community, Respect, Tolerance Creation, Belief, Religious, Holy Book, Christian, Jewish, Hindu, Muslim, Sikh, Life, Beginning, End, Actions, Deeds |
| Computing<br>Recognise familiar forms of input and output devices and how they are used.<br>Make efficient use of familiar forms of input and output devices.<br>With support select and use a variety of software to accomplish goals.<br>Use technology safely and respectfully, keeping personal information private.<br>Use technology safely and recognise acceptable and unacceptable behaviour. | **Computing:** | |
| | Can I use Switcheroo to create my own underwater animal?<br>Can I explain how to stay safe online? | APP, Online behaviour, Search Engines |
| | **PSHE:** | |
| | Can I understand how British Values help us become good citizens?<br>Can I understand what British Values mean?<br>Can I explain how rules and laws protects others and us? | Environment. Difference, Respect, |
| | **Art:** | |
| PSHE<br>Know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. | Can I create a self-portrait?<br>Can I use different media to create a self portrait?<br>Can I draw for a sustained period? | Self Portrait, Primary colours, Secondary Colours, Shade, Print |

| Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. | Text types: | Literature: | Maths links: | Published Outcomes: |
|---|---|---|---|---|
| Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. | • Poems<br>• Screen Play<br>• Debate<br>• Rhymes | • Commotion in the Ocean<br>• | • | Screen Play |

Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
Understand that there are basic human rights shared by all peoples and all societies.
Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.
Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

**Enrichment:**
Trips:                        Visits:                        School environment: Visit the sensory Garden to look at pond creatures.