

# Unit Planner: What is the Ocean?

Year 2 - 6 Weeks

<p><b>Key Concepts:</b> Power, Sustainability, Responsibility, Change, Home, Fairness, Impact, Belonging, Empathy, Humanity</p>	<p><b>Intent:</b> To gain an increased understanding and appreciation of the Ocean and all it entails for Human Existence.</p>			
<p><b>National Curriculum Statements (Target Tracker)</b></p>	<p><b>Starter:</b> Children to read a letter from an Ocean Creature.</p>			
<p><b>Pupils will be taught to –</b> <u>Science</u> Describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 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. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Understand that animals, including humans, have offspring which grow into adults. <u>Art</u> Try out different activities and make sensible choices about what to do next. Select particular techniques to create a chosen product and develop some care and control over materials and their use. Experiment with tone. Represent things observed, remembered or imagined using colour/tools in two and three dimensions. <u>DT</u> Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or caught. Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out, cut and shape materials and components using a range of tools <u>Computing</u> Try out different activities and make sensible choices about what to do next. Select particular techniques to create a chosen product and develop some care and control over materials and their use. Give reasons for his/her preferences when looking at art/craft or design work. Know that different artistic works are made by craftspeople from different cultures and times. Understand that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs.</p>	<p><b>Subject: Geography</b> Can I name and locate the world's five oceans? Can I use directional language to direct Dennis the Dolphin home?</p>	<p><b>Key Vocabulary:</b> Ocean, Sea, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Harbour, Port, Beach, Cliff, Coast, North, South, East, West</p>		
	<p><b>Subject: Art/DT</b> Can I create a model of a creature from the ocean? Can I create a painting based on the ocean?</p>	<p>Improve, Assemble, Criteria, Template, Attach, User, Artist, Sketch, Landscape, Proportion, Scales, Types of Paint, Tones, Layering, Mixing, Shades</p>		
	<p><b>Subject: Music</b> Can I appraise a composer? Can I compose and play a piece of Music linked to the Ocean? Can I evaluate our piece of Ocean Music?</p>	<p>Composer, Appraise, Evaluate, Opinion, Instrument, Compose, Volume, Pitch, Pulse, Tempo, Rhythm</p>		
	<p><b>Subject: Science</b> Can I describe the ocean habitat? Can I understand what animals and humans need to survive? Can I make my own food chain? Can I identify and name some sources of food? (DT) Can I create a poster for promoting exercise?</p>	<p>Habitat, Ocean, Food Chain, Predator, Prey, Animal, Human, Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene, Shelter, Mammals</p>		
	<p><b>Subject: PSHE/SRE/DT/Science</b> Can I understand what Healthy Eating is? Can I understand the differences between boys and girls? Can I understand the difference between male and female? Can I name the male and female body parts? Can I understand growing from young to old? Can I reflect on my time in Year 2?</p>	<p>Boys, Girls, Male, Female, Growing, Young, Old, Baby, Toddler, Child, Teenager, Adult, Same, Different, Private Parts, Vagina, Penis, Healthy, Unhealthy, Exercise, Yoga, Choices, Change, Water, Safety, Goals</p>		
	<p><b>Subject: Computing</b> Can I use a variety of ICT sources for research? Can I recognise common uses of information technology beyond school? Can I execute and follow precise unambiguous instructions? Can I guide a sea creature to the coral reef using Scratch?</p>	<p>Information, Technology, Create, Digital, Content, Internet, E-Safety, Online, Apps, Programs, Predict, Devices, Algorithm, Save, Edit, Personal Information, Organise, Open, Comparison, Execute</p>		
	<p><b>Text types:</b></p> <ul style="list-style-type: none"> <li>• Non Chronological Report</li> <li>• Poetry</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Range of Non Fiction Books</li> <li>• Range of Poetry Books</li> <li>• Ocean Linked Stories</li> </ul>	<p><b>Maths links:</b></p> <ul style="list-style-type: none"> <li>• Directional Language</li> <li>• Reasoning Skills</li> </ul>	<p><b>Published Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Non Chronological Report (Typed)</li> <li>• Piece of Ocean Poetry</li> <li>• Model of a Sea Creature</li> <li>• Habitat of the Ocean</li> </ul>
	<p><b>Enrichment:</b> Potential External Visitor</p>			

Create simple programs.

Create and debug simple programs.

Debug simple programs by using logical reasoning to predict the actions instructed by the code.

Understand that programs execute by following precise and unambiguous instructions.

#### Geography

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.

Name and locate the world's seven continents and five oceans.

#### Music

Listen with concentration and understanding to a range of high-quality live and recorded music.

Build an understanding of the pulse and internalise it when listening to a piece of music.

Understand that timbre describes the character or quality of a sound.

Understand that texture describes the layers within the music

Understand that structure describes how different sections of music are ordered.

Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.

Use tuned and untuned classroom percussion to play accompaniments and tunes.

Use tuned and untuned classroom percussion to compose and improvise.

Play instruments using the correct techniques with respect.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### PSHE

Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

Know about the process of growing from young to old and how people's needs change

Know about growing and changing and new opportunities and responsibilities that increasing independence may bring.

Know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.