



Flickers Class (KS1)

Mysteries of the Deep



What is this theme about?

Pupils will find a sense of awe, wonder and mystery through this learning quest and feel a spiritual connection to God's creation in Christianity and also other faiths which will be explored in beliefs and values.

Pupils will begin to understand that 3/4 of the Earth is covered with water unexplored dangerous and mysterious. They will have the opportunity to read exciting stories of the sea and non-fiction texts about underwater life. They will reflect on how an underwater setting provides a perfect backdrop for story writing and use this themselves.

They will gain knowledge of the world's water, seas, oceans through the exploration of maps and challenge themselves to label and remember as many seas as possible.

Pupils will explore the living things of the ocean and classify the creatures within into animal groups and into the type of food they eat. They will explore life cycles that can be found under the sea. They will use their knowledge of sea creatures in order to design and make a stuffed toy of one in Design and Technology.

Pupils will learn how the sea has played an important part in the development of communication across the world in History and how important people like Louis Braille, Helen Keller and Alexander Graham Bell helped to enhance the way we communicate today.

Pupils will learn the importance of protecting our seas and the effect global warming is having on them. They will understand a range of practical things they can do in their own lives to make a change and to influence future change linking back their previous work on the environment. Pupils will learn how to keep themselves safe around water. Pupils will use the sea as inspiration for creative Artwork and Music through the study of Hunterwasser's unique Art and Architecture celebrating us all as individuals and the protection of the seas. They will undertake a range of Art techniques and develop their skills of evaluating and refining their work.

Big Question

What secrets can the bottom of the sea tell us?

Quest Characters



David Attenborough
Alexander Graham Bell
Helen Keller
Louis Braille
Freidensreich Hunterwasser

Core Value

 FROM A SPARK TO A FLAME

ENGAGE

Under the sea video clips of creatures
Submarine role-play
Songs

INNOVATE

Water experimental and investigative play.
Design and make boats that float.
Make a working telephone.

EXPRESS

Sea life centre tour – write and video.
Make a Hunterwasser Art Gallery and carry out parent tours.
Geography Quiz time

Global Education



Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

Learning Behaviour



Slinky Linky snake

British Values





Spiritual Growth
From a spark to a flame

KEY AREAS OF LEARNING






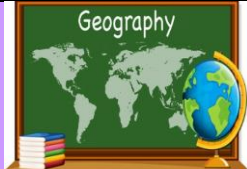




Living Things - Animals SC1 – To Identify and classify animals.




Year 1

-  I can identify and name a variety of common animals (fish/ amphibians/ reptiles/ birds/ animals).
-  I know what it means for an animal to be a carnivore, a herbivore and an omnivore.
-  I can name some animals that are carnivores, herbivores and omnivores.
-  I can describe and compare the structure of these animals.

Year 2

-  I know that animals have offspring which grow into adults.
-  I can describe the basic needs of a range of aquatic animals.

	<ul style="list-style-type: none"> I can describe how animals obtain their food from plants and other animals. I can give an example of a simple food chain.
	<p>Changes within living memory Keeping in touch / Communication</p> <p>Year 1</p> <ul style="list-style-type: none"> I can sequence 3 or 4 artefacts from distinctly different periods of time. I know what older artefacts were used for. I know a famous person from the past and can explain why they are famous. <p>Year 2</p> <ul style="list-style-type: none"> I can sequence artefacts closer together in time. I can differentiate between things that were 100 years ago and those that were not. I know a famous person from outside the UK and can explain why they are famous.
	<p>Geographical Skills Oceans and Seas</p> <p>Year 1</p> <ul style="list-style-type: none"> I can use picture maps and globes. I can name the 3 main seas that surround the UK. <p>Year 2</p> <ul style="list-style-type: none"> I can find land/ sea on a globe/ on a teacher drawn map. I can use an infant atlas to locate places. I can identify the 7 continents and 5 oceans on a map. I know the names of and locate the seven continents of the world. I know the names of and locate the five oceans of the world. Challenge – I know the names of some other seas in the world.
 	<p>Friedensreich Hundertwasser (Austrian) Architecture and paintings/Save the seas Focus: EVALUATING AND DEVELOPING WORK</p> <ul style="list-style-type: none"> I can review my own and the work of others saying what I think and feel. I can annotate my sketch book with this. <p>Year 1 and 2</p> <ul style="list-style-type: none"> I can experiment with, construct and join recycled materials. <p>Year 1</p> <ul style="list-style-type: none"> I can use a variety of tools to explore line, shape and colour. I can use different brush sizes and types. I can create images from imagination. I can carry out resist painting. <p>Year 2</p> <ul style="list-style-type: none"> I can experiment with tools and techniques. I can layer different media (e.g crayons, felt tips, paint, ballpoint). I can use a wax/ oil resist technique.
	<p>DESIGN/ MAKE/ EVALUATE Make do and Mend /I can make a stuffed toy.</p> <p>DESIGN - I can identify a target group and design criteria for my design.</p> <p>MAKE -</p> <p>Year 1</p> <ul style="list-style-type: none"> I can with help measure, mark out, cut and shape a range of materials. I can use fabric scissors. <p>Year 2</p> <ul style="list-style-type: none"> I can measure, cut and score with accuracy. I can use basic sewing techniques. I can join fabric with a running stitch. <p>EVALUATE-</p> <p>Year 1</p> <ul style="list-style-type: none"> I can start to evaluate my project using design criteria. <p>Year 2</p> <ul style="list-style-type: none"> I can evaluate my project using design criteria.
	<p>Who made the World? Creation for Christians and for other faiths</p> <ul style="list-style-type: none"> I know that God created the Universe. I know that the Earth and everything in it are important to God. I know that God has a unique relationship with human beings as their Creator and Sustainer. I know that humans should care for the world because it belongs to God.

	<ul style="list-style-type: none"> I know that people of different faiths explain creation in different ways. I can retell the story of the Creation from Genesis 1:1 – 2-2 simply. I can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. I can say what the story tells Christians about God, Creation and the world. I can give at least one example of what Christians do to say thankyou to God for Creation. I can think, talk and ask questions about living in an amazing world (show the school’s core value of curiosity). I can give an example of how some different faiths explain creation.
	<p>Computer Science: (Program: ScratchJnr) Combine NNCE units to suit the abilities of the class. Use Year 2 unit objectives to challenge year 2.</p> <p>Year 1 NCCE Unit – Programming animations</p> <ul style="list-style-type: none"> I can use more than one block (command) by joining them together, I can use a Start block in a program I can run a program I can find blocks that have numbers and change the value I can say what happens when I change a value. I know that each sprite has its own instructions. I can find and use the commands to move a sprite. I can delete a sprite I can add commands to a sprite. I can plan a simple algorithm for a sprite to move. I can plan a simple algorithm for a program. I can design different parts of a project (Artwork, sprites) I can use my algorithm to create a program. I can test the programs I have created. <p>Year 2 NCCE Unit – Programming quizzes</p> <ul style="list-style-type: none"> I can identify the start of a sequence . I can show how to run a program. I can explain that a sequence of commands has an outcome. I can predict the outcome of a sequence of commands I can change the outcome of a sequence of commands. I can choose and build the sequences of blocks I need to create a program to meet a given design. I can change a given design by choosing backgrounds and characters. I can create a program based on a given design. I can independently plan a program using my own design. I can create a program using my own design. I can create an algorithm by building sequences of blocks. I can build sequences of blocks to match my design. I can compare my created project to my original design/plan. I can improve my project by adding features. I can develop my program by adding features.
	
	<p>Mental Health</p> <p>Well-being and emotional literacy</p> <ul style="list-style-type: none"> I can talk about my emotions, (such as when I am happy, sad, angry or afraid) and understand when those emotions are helpful. I can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings. I know what I like and dislike. I know which are good and which are ‘not so good’ feelings. I can use vocabulary to describe my feelings. I am developing strategies to manage my feelings. I understand feelings associated with ‘change’ and ‘loss’ (such as moving home, losing toys, pets or friends.)



Pitch, timbre, structure.

- ✚ I can use pitch/scale patterns to make simple tunes and improvisations.
- ✚ I can listen to phrases and invent own dances (country dancing/maypole/Let's Dance – David Bowie).
- ✚ I can compose my own song/lyrics for school song or rap.



THE GLOBAL GOALS
For Sustainable Development

14

LIFE BELOW WATER

Find a Goal 14 charity you want to support. Any donation, big or small, can make a difference!

Never buy bottled water – boil, filter, chlorine, rainwater, do what you can.

Reduce waste – much of the waste that we produce on land ends up in the oceans. Stop using plastic bags: Usage and wrong disposal of plastic is a major cause of marine pollution.

Run a campaign on the effects of plastic use on the seas and oceans.

Organize a cleanup project for rivers and oceans. Engage your whole community to clean up a local river, seaside or an ocean.

Buy local and certified fish. You can support small-scale producers by shopping in local markets and shops.