



Flames Class (KS2)

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. Pupils will explore the science of forces involved with water – pressure on the body, and how man has used forces to make huge boats which float and submarines under the surface.

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 design and make a product using sewing techniques as they explore the war time 'make do and mend' culture.

Pupils will learn how the sea has played an important part in travel in History in World War II.

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 selecting ideas from the work of an artist and using them in their own work.

 <p>Big Question</p>	 <p>Quest Characters</p>	<p>Core Value</p>
<p>What secrets can the bottom of the sea tell us?</p>	<p>David Attenborough Anne Frank Freindensreich Hunterwasser</p>	 FROM A SPARK TO A FLAME
<p>ENGAGE</p>	<p>INNOVATE</p>	<p>EXPRESS</p>
<p>WWII Photography/ Videos/ Artefacts / role play to experience emotional connection. Practical Activities Science – forces. Role play war time planning geographical journeys on maps.</p>	<p>Water experimental and investigative play. Design and make boats that float.</p>	<p>Sea life centre tour – write and video. Knowledge Quizzes Make a World fact book with maps.</p>
<p>Global Education</p>	<p>Learning Behaviour</p>	<p>British Values</p>
 <p>Conserve and sustainably use the oceans, seas and marine resources for sustainable development.</p>	 <p>Slinky Linky snake</p>	<p>Spiritual Growth From a spark to a flame</p>

KEY AREAS OF LEARNING

	<p>Forces</p> <ul style="list-style-type: none">  I can compare how things move on different surfaces.  I can carry out a test to find out how far things move on different surfaces.  I notice that some forces need contact between 2 objects but a magnetic force can act at a distance.  I know that magnets have 2 poles.  I know that magnets attract and repel each other.  I know that some magnets attract some materials and not others.  I can group everyday materials into those which are magnetic and those which are not to identify magnetic materials.  I can explore the behaviour of different magnets.  I can explore the strength of magnets and find ways to compare this.  SCI - I can set up simple practical enquiries of comparative and fair tests.
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	<ul style="list-style-type: none"> ✚ I know that people of different faiths believe in different creators and explain creation in different ways. ✚ I can place the concepts of God and Creation on a timeline of the Bible's Big Story. ✚ I can make clear links between Genesis 1 and what Christians believe about God and Creation. ✚ I can describe what Christians do because they believe God is creator. (e.g wonder at the world, look after the world). ✚ I can ask questions and suggest answers about what might be important in the creation story for Christians living today and for people who are not Christians. ✚ I can explain simply the creation beliefs of believers from the main world religions.
	<p>Computer Science – Creating a maze program – Introduction to new commands in scratch</p> <ul style="list-style-type: none"> ✚ I can explain the relationship between an event and an action. ✚ I can choose which keys to use for actions and explain my choices. ✚ I can identify a way to improve a program. ✚ I can choose a character for my project. ✚ I can choose a suitable size for a character . ✚ I can program movement. ✚ I can create a program to move a sprite in four directions. ✚ I can use a programming extension. ✚ I can consider the real world when making design choices. ✚ I can choose blocks to set up my program. ✚ To develop my program by adding features. ✚ I can build more sequences of commands to make my design work. ✚ I can identify additional features (from a given set of blocks). ✚ I can choose suitable keys to turn on additional features. <p>E-Safety</p> <p>Year 3</p> <ul style="list-style-type: none"> ✚ I can describe ways people who have similar likes and interests can get together online. ✚ I can give examples of technology- specific forms of communication (e.g. emojis, acronyms, text speak). ✚ I can explain some risks of communicating online with others I don't know well. ✚ I can explain why I should be careful who I trust online and what information I can trust them with. ✚ I can explain how my and other people's feelings can be hurt by what is said or written online. ✚ I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. ✚ I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. ✚ I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'. <p>Year 4</p> <ul style="list-style-type: none"> ✚ I can describe strategies for ✚ safe and fun experiences in a range of online social environments. ✚ I can give examples of how to be respectful to others online.
	
	<p>Mental Health</p> <p>Well-being and emotional literacy</p> <ul style="list-style-type: none"> ✚ I have a deeper understanding of feelings and extended vocabulary to describe them to express the range and intensity. ✚ I can talk about how people can express their emotions such as anger and fear. I can explain why feelings can affect the way people behave. I can describe strategies to manage feelings so that they do not have a negative impact on others. ✚ I can understand that keeping healthy physically and spiritually will help my mental health. I can identify some of the worries and concerns that people might feel moving to a new school. I can identify ways in which someone can positively manage such a move. ✚ I understand changes such as loss, separation, divorce and bereavement. ✚ I can respond in a positive way to the feelings of others.



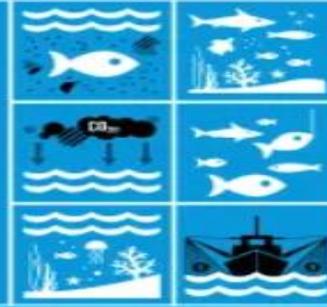
Pitch, timbre, structure.

- 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.