

**Questions.**— Article 13

Week 1: What is an ocean?

Week 2: What lives in the deepest parts of the ocean?

Week 3: How do we know what it's like down there?

Week 4: What might an undiscovered species look like?

Week5: Why are oceans important?

**Week 6: Can we help to save the oceans?**

**Texts:** The Watertower by Gary Crew— Articles 28, 29 &30

Writing outcomes:

Fiction: Personal Response Narrative Writing In Role

Character Study

Non Fiction: Information Instructions Explanation

Journalism

Maths — Articles 28, 29 &30

Geometry (3D shapes) 2 weeks

Geometry (position and direction) 1 week

Number: negative numbers 1 week addition and subtraction 1 week

**Computing:** We are Programmers (Scratch) —Article 29 & 31

**Enrichment**

Trip to London Aquarium

Design and build a deep-sea submersible.

Watercolours of the ocean floor.

Creating an undiscovered species (model or drawing).

**Assessment Foci**

**Art:** To improve mastery of art & design techniques (water colour)

**DT:** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

**Computing:** Use sequences, selection & repetition in programmes (Scratch)

**Science:** Recording data and results of increasing complexity using scientific diagrams etc.

**PSHE:** Reflect on and evaluate their own experiences and set personal goals.

**PE:** I can describe both attacking and defending tactics and begin to apply them.

**Geography:** Recognise some physical and human processes e.g river erosion. Understand how water can affect landscapes and people.

**Music:** Ongoing singing, djembe and composing.

**Science:** States of matter—Article 13, 28 & 29

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Foundation Skills**

**PE:** Athletics— identify the techniques needed to practice to improve strength and performance in athletic activities—Article 29 & 31

REAL P.E.

**Art:** create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques using water colours. Know about great artists in history (Monet) —Article 29 & 31

**DT:** select from and use a wider range of tools and equipment to perform practical tasks.

**Geography:** Describe and understand key aspects of the physical geography of rivers and oceans; - Article 29

**French:** Weather—speak coherently and confidently, with increasingly accurate pronunciation—Article 30

**PSHE/ British Values:** Who am I?

developing self-awareness, self-respect and self-esteem;

- identifying their current strengths and weaknesses;

- developing an insight into their potential and capabilities; and

identifying and practicing effective learning strategies.

Article 12, 13, 14 & 30

**Music:** Develop skills in singing, listening and appraising and djembe playing.

Develop composition skills using Vltava as a stimulus. —Article 29 & 31