



Underwater adventures

Synopsis:

Using the book Dougal's Deep Sea Diary as a stimulus, the children write a narrative to describe a new adventure for Dougal and the creatures that he meets on the coral reef. Use poetry to capture the colours and movement of the coral reef.

Geography

Learning Sequence:

Recap the world's continents and oceans to consolidate

Recap position of Equator and N / S Hemispheres

Explain that Nemo is missing in one of the oceans and we have to use our geographical understanding to follow the clues and find him

Generate range of geographical questions to answer eg. Is he in tropical waters? Why will he not be in the Arctic Sea? Etc.

Using clues about where clownfish live, children use maps and atlases to identify where Nemo might be and give reasons for this

Investigate the biome of a coral reef, describing its physical features and what lives there / why

Once located Nemo off coast of Australia, carry out a comparison of Australia's physical geography and another area of world, looking for similarities and differences

Communicate findings in a range of ways including pictures, photographs, digital mapping and writing

Locational Knowledge

Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator

Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic

Begin to identify position of Prime/Greenwich Meridian and time zones

Human & Physical Geography

Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)

Skills & Fieldwork

Confidently use world maps, atlases and globes and begin to use digital mapping

Art

Learning Sequence:

Collage

Children explore images of coral reefs, discussing colours, shapes, textures etc

Emulate some of the images using range of pencils, capturing the process in sketchbooks

Use a range of materials to try and replicate parts of the images eg. thin strips of green tissue paper for the seaweed etc

Set out template for underwater scene, considering background and foreground and identifying which materials would be best for each part

Create a mixed media collage of coral reef biome and use a range of artistic vocabulary to describe their own and others' work

Sculpture

Explore illustrations of Nemo from the book and discuss how his character is conveyed using artistic vocabulary

Try to emulate some of the illustrations using pencils, capturing the process in sketchbooks

Remind children what is meant by sculpture and share the work of real sculptors (see Art Appendix)

Discuss how we could create a sculpture of Nemo at various parts of the story. Children suggest materials they could use
 Using selection of materials, children work to create an individual or group sculpture of Grandma, focusing on how to convey feeling, expression and movement
 Evaluate own and others' work using artistic language

Media & Materials

In collage, consider the effect of chosen materials and technique

Significant Artists

Evaluate work of some artists and analyse creative works

Vocabulary

Use artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette

Skills

Use and apply art and design techniques and improve their control and use of materials

Science

Learning Sequence:

As archaeologist, excavating a site, come across different rocks

Define what a rock is

Sort different types of rocks according to their properties

Suggest ways to test properties of rocks eg permeability, fizziness, hardness etc and decide how to record this

Investigate 3 main types of rock: igneous, metamorphic and sedimentary

Use diagrams of rock formation to help explain using scientific language

Associate different rocks with their uses, based on properties

Research different types of fossils and how these are formed

Understand that soil is made from tiny particles of rock

Categorise different soil types based on their properties and use this understanding to explain uses of different soils eg clay, chalky, loamy, peaty etc.

Perform Tests

Set up simple practical enquiries

Understand comparative and fair tests

Ask Questions

Ask relevant scientific questions and suggest how to answer eg practical test vs secondary sources

Gather Data

Gather, record and present data in variety of ways eg drawings, labelled diagrams, charts

Report on findings orally and in writing using scientific language

Analyse Data

Use results to draw simple conclusions and make predictions

Writing

Learning Sequence:

Narrative

Recap word classes: noun (common, proper), verb, adjective, adverb, preposition phrase

Read book up to point where Nemo swims away from the coral reef.

Discuss what he might have seen, heard, felt etc. using video / images as stimulus

Create expanded noun phrases to create a vivid setting eg, sea anemones dancing in the tide, shy sea horses with fluttering wings, majestic sea turtle with a crusty shell.

Create and apply preposition phrases to describe position eg. among the coral fronds, beyond the dark, steep edge, over the swaying seaweed.

Select the most effective verbs/adverbs to describe ocean animals eg. darted, glided, scuttled

Apply these skills to writing about Nemo swimming over 'the drop off'

Poetry

Select poem/s about the ocean and its animals for children to read and share

Discuss layout and language – how do this help convey meaning? How do they 'paint a picture' in the reader's head?

Link to Nemo's home in the coral reef – which animals might he encounter?

Children use an image of the coral reef and generate words and phrases about it. Remind children of skills they already know in relation to word class eg. expanded noun phrases, effective verbs and adverbs, preposition phrases, alliteration

Develop understanding of similes as a type of figurative language eg. the fish's skin gleamed like a precious emerald. As softly as a whisper, the serene seahorse glided through the coral.

Develop understanding of collective nouns to describe groups of animals and discuss effectiveness eg. a school of fish, a smack of jellyfish.

Using range of word classes / figurative language and rich / ambitious vocabulary, children write their own poem either based on known one or own structure

Draft, edit and improve before sharing with audience

Language & Vocabulary

Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)

Create characters, setting and plot

Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration

Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses

Discuss words and features of texts that capture the reader's interest

Plan, Draft, Edit & Evaluate

Draw on examples of writing (structure, vocabulary and grammar) when planning their own work

Discuss and record ideas

Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure

Assess own and others' writing, suggesting improvements

Suggest changes to grammar and vocabulary

AProof -read work for spelling and punctuation errors

Grammar & Punctuation

Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)

Express time, place and cause using: conjunctions - (when, before, after, while, because), adverbs - (then, next, soon, therefore) - prepositions (before after, during, in, because of)

Text Structure & Features

Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books

Retell stories orally

Be exposed to books that are structured in different ways

Identify how language, structure, vocabulary, grammar and presentation contribute to meaning

Link ideas across paragraphs using adverbials of time, place and number or by varying tense