

UNDER THE SEA

Rationale



In our *Under the Sea* topic, we've been learning all about what lies below the ocean! In this topic, challenged our understanding of the world in a range of different ways. From discovering what lies at the depths of the ocean, to the robotics used to discover this, our learning in this topic has taken us to an underwater world we had never explored before!



Creativity	Independence	Aspiration
We made: <ul style="list-style-type: none"> • an Under the Sea diorama. • a wind turbine from recycled materials. • sea food pizzas. • A colourful fish soft toy. 	<p>We researched types of sharks and unusual sea creatures of our choice and created reports on them.</p> <p>We created our very own treasure map.</p> <p>We created our own investigations for circuits.</p>	<p>Saw real life sea creatures and learnt about them.</p> <p>Created a project centered around a chosen sea-life animal.</p> <p>Cooked seafood pizzas and fishcakes and sold them to raise money.</p> <p>Entered a local and national competition.</p>
Spark Adrian Hall's pirate orienteering afternoon Visit to Birmingham Sea Life Centre. Learnt to cook pizzas at Pizza Express.		Learning Celebration We cooked seafood pizzas and sold them to raise money.
Role Playing/Life Skills/Real Learning Adrian Hall delivered an orienteering, map reading, and compass reading skills session. We cooked seafood pizzas which we then sold to raise money. We learnt how to sew. We learnt about the importance of using renewable energy. Anglian Water taught us about the importance of saving water and showed us how we could do this.		Community Cohesion Wrote to our parents inviting them to our celebration evening. We became involved with the Stamford Arts Centre renewable energy exhibition by creating a wind turbine made of recycled materials. We took part in the Stamford Rotary Club's writing competition where we wrote a persuasive essay about a local community project we would like to see be set up.
Out of Classroom Opportunities Adrian Hall visit to learn about compass and map-reading skills, and pirates. We visited Birmingham Sea Life Centre. We went to Pizza Express. We went to Stamford Arts Centre.		Home Learning Activity Find out about what lives under water. Go to a local pond or river and see what creatures we can spot. Research underwater animals. Visit an aquarium, sea life centre or the coast.
Computing and E-safety <ul style="list-style-type: none"> • Copyright online and copyright laws. • Effective research. • Using search engines, including child-friendly search engines. • We continued with Purplemash to learn about computer coding. • We used word processing software to type up our persuasive letters. 		

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Links to discrete subjects: Literacy Maths RE Music MFL PHSE

- Literacy: discussion writing (Discuss: for or against keeping animals in zoos?), non-chronological reports about sharks and sea creatures, persuasive writing about coral reefs, writing a letter home to invite parents to our celebration open evening, we entered a competition where we needed to write a persuasive argument for taking care of our local environment, instructions for finding treasure, we wrote a short story inspired by the short film *Something Fishy*, we wrote about the mystery of *The Mary Celeste*, we started writing ghost stories inspired by images of artificial reefs and in Guided Reading we read a range of materials about sea creatures.
- Maths: compass skills, coordinates to help us make pirate maps, created line graphs about endangered sea creatures.



- Science: grouping living things, using classification keys, food chains, electricity and circuits (including switches, motors and buzzers), sea creatures and adaptation, renewable and non-renewable energy (including making a model wind turbine out of recycled materials).



- Geography: using a compass, naming oceans around the world, map-reading and compass skills, using compasses and globes, how environments can change and how we can take care of them, we learnt about water and the water cycle.
- French: colours, writing short sentences in French, body parts, reading familiar words.

British Values

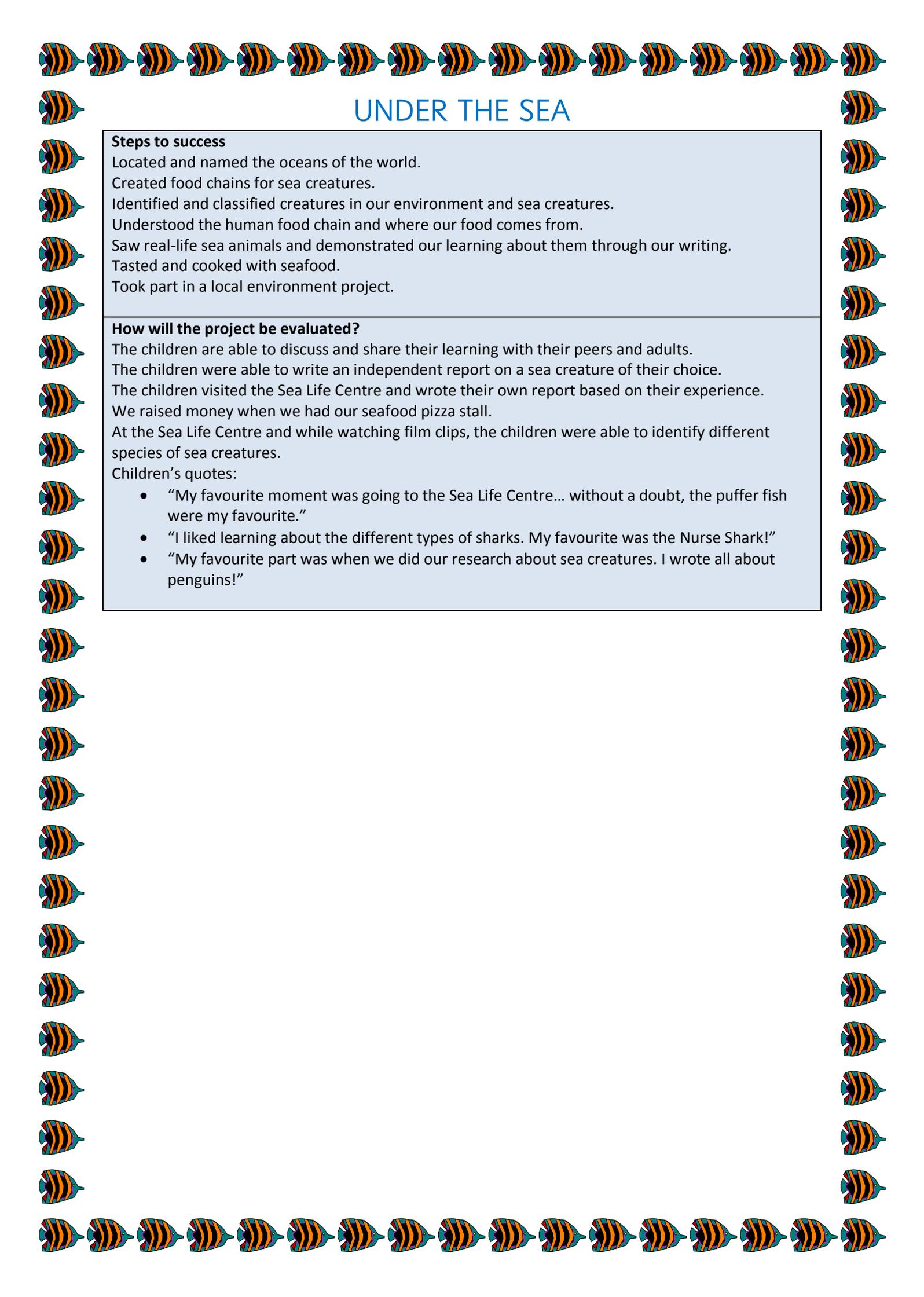
- Learning about tolerance of the people around us and in our world.
- Taking care of our local community and environment.
- Comparing religions and religious buildings.

Promoting Health and Wellbeing

Whilst learning about animal diets and food chains, we will consider our own human food chains and where our food comes from.

We learnt about the benefits of seafood and how to cook with seafood.





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Steps to success

Located and named the oceans of the world.

Created food chains for sea creatures.

Identified and classified creatures in our environment and sea creatures.

Understood the human food chain and where our food comes from.

Saw real-life sea animals and demonstrated our learning about them through our writing.

Tasted and cooked with seafood.

Took part in a local environment project.

How will the project be evaluated?

The children are able to discuss and share their learning with their peers and adults.

The children were able to write an independent report on a sea creature of their choice.

The children visited the Sea Life Centre and wrote their own report based on their experience.

We raised money when we had our seafood pizza stall.

At the Sea Life Centre and while watching film clips, the children were able to identify different species of sea creatures.

Children's quotes:

- "My favourite moment was going to the Sea Life Centre... without a doubt, the puffer fish were my favourite."
- "I liked learning about the different types of sharks. My favourite was the Nurse Shark!"
- "My favourite part was when we did our research about sea creatures. I wrote all about penguins!"

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