



Rationale

Some children expressed an interest in sea creatures, particularly sea mammals, whilst others requested a visit to the beach to experience a day at the seaside. These interests will be combined in a primarily geography/science focused topic exploring the location and features of the world's five oceans and the animals that live in them.

Creativity	Independence	Aspiration
Designing beach huts and healthy seafood dishes.	Independent choices for design and technology; self-directed learning.	Increased knowledge of the wider world and its possibilities; different ways of life; workplace roles.
Spark Finding Nemo. 		Learning Celebration Displays. 
Role Playing/Life Skills/Real Learning Tuff trays: fresh fish; Role of RNLI/Lighthouses/Coastguards. Safety at the seaside.		Community Cohesion Supporting volunteer organisations; Respecting the environment.
Out of Classroom Opportunities Visit to the seaside and the Hunstanton Sea Life Centre.		Home Learning Activity Seaside themed homework activities.

Computing and E-safety

Ways to communicate online; sources of information; search engines.

Links to discrete subjects

Maths

When applying new maths skills, children solved a range of seaside themed maths problems.



Literacy

We described a range of sea creatures through poetry: an alliterated octopus shape poem, and an adjective – noun – verb – adverb pattern. Children chose a sea creature of interest to them and researched information through a range of non-fiction books and the internet, then produced an animal fact file. We wrote instructions, a recipe for an ice-cream sundae, a letter, a sun safety poster and a biography of Grace Darling.

Art

We studied the work of George Seurat and produced a range of sea creature work and seascapes using the pointillism technique.

Music

Using a range of instruments, we learned some seaside songs and added accompaniment.



Design and Technology

We looked at a range of different ice cream dishes and then designed and made our own; we designed and made beach huts from coloured lolly sticks.



Key Stage One: The Blue Planet

History

The children researched and wrote about Grace Horsley Darling who was an English lighthouse keeper's daughter, famed for participating in the rescue of survivors from the shipwrecked Forfarshire in 1838; they also made their own lighthouses. They looked at bathing huts and changes to swimwear from the Victorian era to today.

Geography

We used atlases and Google Earth to learn about the five oceans of the world and then used this knowledge to understand where in the world the different sea creatures we researched and saw at the Sea Life Centre came from.



ICT

We used photography to record our work, Purple Mash for templates and the internet to research our subject matter considering how to stay safe online and how to select key words.

Science

We learned about different types of sea creatures and categorised them into herbivores, carnivores and omnivores. We described their appearance, learned about their habitat and diet and thought about their place in the food chain. We visited the Sea Life Centre at Hunstanton which provided the opportunity to see a range of creatures and further our knowledge.

British Values

We linked our research about Grace Darling to the roles of lifeboat volunteers around the coasts of the UK and coastguards, keeping people safe.

We thought about being polite online and off.

Steps to success

The children began by learning the names and locations of the five oceans of the world and the seas around the United Kingdom. Next they studied a range of different sea creatures linking them to the five oceans and creating animal fact files. They then moved into description work, using their senses to describe the creatures stimulated by a selection of purchased fresh fish from the fishmongers for children to explore first hand; this then translated in poetry. Considering a trip to the seaside, children designed and made a beach hut and found out about the history of bathing huts in the UK and how they transformed into the beach huts of today. They also thought about sun safety and enjoying ice cream in the sunshine, designing and making ice cream sundaes. They learned about roles of people at the seaside, particularly coastguards and lifeboat rescue teams.

How will the project be evaluated?

Through topic work and presentations by the children.