

A Wild Adventure

Y4



Ocean's Roar

Grab your wetsuit. We're going deep into an underwater world of incredible coral and mysterious sea creatures.

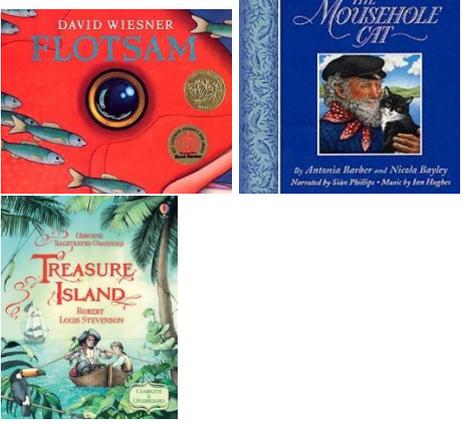
Head to your local aquarium and learn about life in the ocean. Can you pick a favourite fish, plant or animal?

What do real divers get up to below the surface? Create a fishy story about exploring an amazing underwater world.

Time to go a little deeper into our seas. Make a model deep sea submarine that can withstand great pressure and travel to the deepest, darkest places on Earth. Make sure you test it first. What are those bright lights in the distance? It's a group of bioluminescent sea creatures.

English	Personification poems, narrative, non-chronological reports, persuasive letters
Maths	Position and direction, Shape and space, time
Science	Sort a wide range of images of living things seen at the aquarium into groups. Re-sort the images repeatedly using a different grouping strategy each time. Group digital images onto a presentation slide, adding a title for each group and labelling individual creatures.
Computing	Use programming language such as 'move', 'turn', 'repeat' and 'go to', to program an onscreen submarine that dives or surfaces. Use an on-screen sprite or draw a submarine with drawing software before converting into a sprite. Program the submarine using simple commands to go up or down. Add visual backgrounds and bubbling, sonar or other sounds along with other sprites (such as fish that move randomly under the water).use Scratch
History	Find out why the 1872 Royal Navy ship, HMS Challenger is considered so important and how its story has contributed to modern oceanography. Create a short documentary film or presentation about it or write a diary entry in the role of one of the ship's scientists documenting their discoveries. Find out about Christopher Columbus
Geography	Use maps, globes, aerial images and atlases to identify the world's oceans and seas. Identify their position in relation to the Equator, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles. Use websites and information books to find out features of the different seas and oceans, recording their findings in a table or spreadsheet. Observe any patterns in characteristics according to where the seas and oceans are situated. Watch live webcams to explore the waters of oceans, reefs and seas. The great barrier reef
Art	Look carefully at a range of aquatic creatures bought from a fishmonger or supermarket, including flat and standard fish, squid, mussels, and crabs. Identify the external features of each specimen. Use hand lenses or digital microscopes to observe the finer details, such as scales, claws, eyes and patterns, and make detailed sketches of one chosen creature. Use pencil, pen and ink to create effects. Find out about the different layers of the ocean, namely the sunlight zone, twilight zone, midnight zone, abyss and trenches. Identify each layer's characteristics and inhabitants and draw a cross-sectional diagram to show the layers. Make a 3-D model of the ocean zones to show each layer and its physical features, plants and creatures. Anthony Gormly's sculpture 'Another Place'. Batik art - Look at various images and videos that show a beautiful array of tropical fish and corals. Draw examples in their sketch books, adding pattern and colour for effect. Use their drawings to create a simplified design for a batik. Create their batik using brightly coloured and fluorescent inks on paper or fabric, capturing patterns and colours from their original drawings. Alternatively, create simple press prints by drawing into polystyrene printing tiles, inking in different colours and printing on paper or fabric.
DT	Find out about Cornelius Drebbel, the inventor of the first submarine in the early 1600s. Investigate the materials he used and how the first submarines worked. Create a model demonstrating how a submarine works using a bendy straw and reusable sticky tack. Drop the model (weighted end first) into a full two-litre bottle of water and screw the lid on tightly. Squeeze the bottle to make the 'submarine' sink, and simply stop squeezing to make it surface. Describe what is happening and why (clue: what's in the straw?). Explore the effect with bottles of different sizes, with and without lids and with varying amounts of water, describing and recording. Make a model submarine using plastic bottles and other recycled materials. Look at pictures of real submarines for inspiration and design ideas, adding simple electrical systems, such as a motor that moves a propeller, a warning buzzer or lights. Independent baking – fish shaped biscuits
Music	The music to represent the sea. Sea Shanties with year 2
PSHE	Being my best
PE	Cricket
RE	Unit L2.10 How and why do believers show their commitments during the journey of life? Digging Deeper Picture cards

National Curriculums Areas and Skills

<p>English</p>	 <p>Persuasive letters, personification poems, narrative and non-Chronological reports</p>	
<p>Maths</p>	<p>Position and direction, Shape and space, time</p>	
<p>Science</p>	<p>Living things and their habitats –</p> <p>Why is the sea important? recognise that environments can change and that this can sometimes pose dangers to living things explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>States of Matter</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>WS1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> • WS2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • WS3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • WS4 using test results to make predictions to set up further comparative and fair tests • WS5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • WS6 identifying scientific evidence that has been used to support or refute ideas or arguments. • WS7 explore and talk about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.

		<ul style="list-style-type: none"> • WS8 recognise that scientific ideas change and develop over time. • WS9 draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. • WS10 Pupils should read, spell and pronounce scientific vocabulary correctly.
Computing	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Demonstrate programs into smaller parts</p> <p>Use logical reasoning to detect and correct errors in algorithms and programmes</p> <p>Understand how results are selected and ranked by search engines.</p>
History	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Choose the best way to record a range of historical information, giving reasons for their choice.</p>
Geography	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Recognise the different shapes of continents</p> <p>Identify countries in Europe</p> <p>Draw sketch maps and plans using standardised symbols and a key.</p> <p>Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.</p>
Art	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Find out about great artists, architects and designers in history</p>	<p>Use hatching and cross-hatching to show tone and texture when drawing and shading</p> <p>Select and arrange materials for a striking effect</p> <p>Use coiling and overlapping, tessellation and montage</p> <p>Collage example of 'The Great Wave' Piece</p>
DT	<p>Understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Prepare ingredients hygienically using appropriate utensils</p> <p>Measure ingredients to the nearest gram accurately</p> <p>Independently follow a recipe</p> <p>Assemble or cook ingredients, safely controlling the heat</p>

	<p>Prepare and cook using a range of cooking techniques</p>	<p>Design with purpose by identifying opportunities to design</p> <p>Make products work efficiently</p> <p>Refine work and techniques continually evaluating the product</p> <p>Improve upon existing design giving reason for choice</p> <p>Disassemble products to understand how they work</p> <p>Use circuits in design</p>
<p>Music</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Maintain part in a group</p> <p>Perform with control and awareness of others</p> <p>Compose and perform melodic songs</p> <p>Create repeated patterns with a range of instruments</p> <p>Create accompanies for tunes</p> <p>Devise non-standard symbols to indicate when to play and rest</p> <p>Recognise the notes EGBDF and FACE on the musical stave</p> <p>Recognise the symbols for minim, crotchet and semibreve and say how many beats they represent</p> <p>Use terms duration, timbre, pitch, beat, tempo, texture and use of silence</p> <p>Evaluate music</p> <p>Sing rounds</p>
<p>PE</p>	<p>Play competitive games modified where appropriate – cricket</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>

		<p>Can create their own games using knowledge and skills.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>
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Ideas for homework

What will you choose to do?

- Why is the ocean blue? Go on... find out!
- How many amazing shark facts can you find? Build them into a PowerPoint presentation to show the rest of the class. Remember to include images and perhaps some video clips too.
- Write a 'true or false' quiz with fascinating facts about creatures and plants under the sea.
- Create fact cards about the creatures of the Great Barrier Reef in a Top Trumps style.
- Create a picture dictionary of plants and creatures of the ocean.
- Visit your local library and find non-fiction books about the oceans and seas. Use them to find out about the sea creatures of the world. Look for information using contents pages, glossaries and index pages. Write down any new facts you have learnt, and share them with your class.
- Use the web with an adult to find out about famous undersea explorers, such as Robert Ballard, Sylvia Earle, William Beebe and James Cameron. Record your information to share with the class.
- Draw the view of the ocean you might see if looking through the window of a submersible.
- Design an 'under the sea' board game. What creatures might your counters represent?
- Write a story about a diver's exploration of a coral reef.
- Learn The Beatles' song, *Yellow Submarine*, and write a new verse of your own.
- Write a poem about the creatures living in the blue abyss. It might be an acrostic, shape, haiku, cinquain or free verse poem.
- Research how to scuba dive and write a set of instructions for a new diver.
- Make a tourist leaflet for people visiting Australia's Great Barrier Reef.

