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| Year Group: 1Name of project: A Drop in the Ocean Term: Spring 1Learning about animals that live in the sea and how plastic pollution is affecting them.  | **Summary of current hook:**Discovery areas set up in the classroom for children to explore our new project: **Art area:** Use different materials to create ocean art. **Small world:** Using different sea objects and creatures to role play what life is like under the sea!**Construction:** Construct different vehicles that travel on and under water.**Investigation area:** Pick up the litter from the ocean trays to help protect the sea creatures and look after the environment.**Writing area:** Writing sentences to describe different sea creatures. Explore different information books about the oceans. | **Summary of current celebration:**Monday 20th March from 2:15pm * Children and visitor to decorate reusable bags.
* Children and visitor to pick litter from ocean ‘clean up’ trays.
* Children share project and art learning with their visitor.
* Children and visitor to draw maps showing continents and oceans.
* Children and visitors to complete a geography quiz?

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| **Learning Journey****National Curriculum objectives covered.****Geography** * Use maps, atlases and globes to identify continents and oceans
* Understand the similarities and differences through studying human and physical features of a small area in the UK and a small non-European county

**Science-** Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.**PSHE –** Living in the wider world and caring about the environment – understanding the importance of recycling |
| **What are the current curriculum links to maths and English?****English –** Creating a fact file about child’s chosen sea creature. Discussing importance of each feature.Using descriptive language to write a poem about a chosen sea creature.  | **Curriculum Facilities**Art Studio (Tuesday mornings) – sketching shells. Drama studio -performing ocean poems Music room – ocean songs  |
| **Integrity***What opportunities are there for children to develop integrity and moral principles within the project?***Science** - Learning about the impact of plastic waste on the environment and the harm that it causes to see creatures.Encouraging the children to stop single use plastic e.g. using a reusable drinks bottle. Encouraging children/parents to use less single use plastic in lunchboxes. Children think about the things they can do to improve their recycling and reduce waste. Children consider what they might do in the future to make a difference. | **Determination and Effort***How are all children encouraged to struggle? Question? Make discoveries? Have a voice?***Eng**- children research animals they want to write their fact files about. Learn facts from videos, books and adults. **Project** – learn about plastic pollution and seek to make a positive contribution from what they have learnt. Children make the most of every learning opportunity by trying their best and being productive with their time.  | **Respect***How does the project currently address wider world matters and celebrate differences?***PSHE** - Thinking about the use of single use plastic and the negative effect it has on our environment. Teaching children to be respectful of our environment and the wildlife within it. Understanding the importance of recycling to help our planet and its wildlife. |
| **Growth Mindset***How does the project currently encourage children to have growth mindset?***Eng**- edit and improve their fact files to create better pieces of writing. They learn from previous mistakes to try and not recreate them. Children celebrate other people’s successes. **P.E** – collaboration and perseverance to practice a routine. Allow other children.  | **Critical Thinking***What are the opportunities for critical thinking throughout the project?***PSHE** – Why should we recycle if other people don’t bother?Can I make a difference?What impact can 1 person make on the world? | **A school within a garden***How are the school gardens being used effectively and meaningfully within your project?***Science –** Welly walk to tally seen animals.**Science/Maths** - Set out markers to measure the size of a blue whale. |