

**Holland Haven Primary School's Creative Curriculum Planning: Autumn 1**  
*See our new 'HH Skills and National Curriculum coverage' booklets for specific objectives per Phase and Subject*  
**Additional cross-curricular and SMSC links**

<b>Phase:</b>	<b>LOWER SCHOOL Yr 1/2</b>
<b>Theme:</b>	<b><u>Under the Sea</u></b>
<b>Subject Focus(es):</b>	<b>Geography-Coastlines</b> <b>Science - sea creatures, habitats and using senses</b>
<b>Expected outcome(s):</b>	Understand about sea creatures, the geography of coastlines, local environment, using senses at the beach.
<b>Educational Visit/Visitor</b>	Sea life centre on the pier - looking at the sea creatures from real life observation. Beach - link to science and senses. What can they see, hear, smell etc
<b>Extended Classroom opportunities</b>	<ul style="list-style-type: none"> <li>● Geography- Using Hadley Hills to map and create coastlines. Local geography visits around the local area and beach</li> <li>● Science - Beach visit for habitats</li> <li>● General topic - Beach visit for the topic to create sand sculptures of sea creatures</li> </ul>
<b>Parent-Pupil Project</b>	To make a sea creature using some materials from the local beach
<b>Themed 'visual token' system</b>  <b>Learning Environment</b>	<p>Our Under the Sea curriculum teams:</p> <p>Seahorses Starfish Turtles Dolphins</p> <p>Reward tokens are 'Sea Pearls'</p> <p>Under the sea area. Key words, information books, story books, role play masks, blow up submarine, sea creature passports, fishing net, fishing and sea side artifacts</p> <p>Historical/Famous figures to do with the sea Sailing of the Mayflower from Harwich; James Cook, Nelson</p>

## Sea Creatures and Sea Stories

### Project 1

Using Julia Donaldson ocean based stories (as well as other sea based stories) we will explore a science-based topic. We will look at the different types of sea creatures, begin to 'really look' at the differences and start to group them. Through our learning of sea creatures we will use these facts to support our linked learning.

**Literacy** - Using Julia Donaldson's Tiddler, Sharing a Shell, The Snail and the Whale and the Singing Mermaid and other sea creature based stories the children will use text mapping to create their own rhythmic narrative stories. Through research in Science and Geography the children will write information texts on the local coastal environment and the groupings/observations of sea creatures. By 'really looking' in this project the children will develop their poetry skills and from the visit to the beach the children will be able to write a detailed report/recount. Using Julia Donaldson - stories from the same author we will explore a literacy narrative-based topic. Language, rhyme, narrative style of writing. Character description, morals of the stories. Through our learning of sea stories we will use these facts to support our linked learning.

**Geography** - Children will be going to the beach and looking at coastal features, beginning with where we would find local sea creatures and why - rock pools, open ocean, do we have reefs, where would we find these? They will develop their geographical observation skills through real life fieldwork of the local environment and researching other sea environments around the world to make comparisons. **Looking after creatures and our local and global environment.**

**Art** - Children will develop the skill of reviewing other artists portrayals of sea sculptures (Gormley, Britten, <http://www.sculpturebythesea.co.uk/>). From their reviews they will design and make their own sand sculptures with the 'Commotion in the Ocean' as a theme) (hopefully at the beach as one phase). **Using recycled elements for local art.**

**Science** - Looking at all of the creatures in Julia Donaldson's books we will observe them by really looking, group them, research them, write reports about them. We will visit the local pier to see them at the sea life centre and learn which sea creatures we have living in our local coast.

**Computing** - The children will be reminded of Hectors World as an ongoing theme for Internet Safety (**personal safety**) and is set amongst sea creatures. The children will develop their reporting/information writing skills to produce a PowerPoint of the creatures they have been looking at closely in the project.

**PSCHE** - Ongoing themes in the first part of the term in developing the Golden Rules. Golden Rule books are in classes that match golden rule stickers. Children to have stories read to them and discussed in circle times.

### Project 2

## Transport

In this project we will be looking at transport, in particular sea transport. We will invite the Lifeboat in/or visit. The focus of this project will be information writing, research and technical workings of various sea transport.

**Literacy** - This topic will be non fiction based and will match transport jobs, information about vehicles and instruction writing for vehicles.

**Science** - Using materials, we will be making good choices for how to make vehicles that float and will be closely linked to the Design lessons.

**Computing** - The children will be reminded of Hectors World as an ongoing theme for Internet Safety (**personal safety**) and is set amongst sea creatures. Communication during travel - lorry drivers, sat-nav out at sea, emergency services radios etc (using IT in everyday life)

**Sportsman** - moving in gym like sea transport (developing balances and coordination)

**History** - Famous explorers' ships - Nelson, Shackleton, Mayflower, Cook (find out about the past, how do we know about the past?, similarities and differences between people from now and the past)

**Geography** - Continuing from Project 2, looking at sailing around the world using transport and knowing the world's continents and oceans, weather patterns.

**Design** - Linked with Science and materials, the children will be making sea transport (using materials, to design functional products)

**PSHE** - The children will be thinking about the journeys explorers go on and thinking about things that affect people's lives.

### Project 3

## Legends and Myths of sea

Looking at creatures of the sea from legend. The children will look at sea captains, Gods and Goddesses, Pirate coves and treasure maps, mermaids. The children can make up their own mythical sea creatures.

	<p><b>Literacy</b> - using a poetic theme and narrative style the children will write using mythical creatures as a stimulus. The children will have The Little Mermaid as a Cine-Literacy and Pie Corbett style of learning (mermaids, Neptune etc)</p> <p><b>Geography</b> - The children will use the ideas of sailing around the world's oceans to learn the world's continents and oceans and weather patterns.</p> <p><b>Music</b> - Using the songs of The Little Mermaid and pirate sea shanties, the children will explore how music is created, create and compose music (google app)</p> <p><b>History</b> - Linked in with Literacy and Geography whilst looking at mermaids and pirates, we will use research and stories to answer questions/add to our development of writing.</p> <p><b>Design</b>- The children will make mythical sea monsters. The children will explore and use simple structures. They will also evaluate products.</p> <p><b>Sportsman</b> - In gymnastic lessons the children will move like mythical creatures. The children will be developing balances and coordination.</p> <p><b>Computing</b> - The children will be using programming skills to navigate around a course like a pirate's ship. The children will design and write programs using Scratch and Code.org (Make their own mythical creature sprite and program it to move).</p> <p><b>Science</b> - By looking at Living things and their habitats - What is your habitat?, the children will think about the habitat that a sea monster/mythical creature will need. Creative writing will be from this unit in the topic book.</p>
<b>Discrete Reading and Spelling</b>	<p>Daily Guided Reading sessions</p> <p>Daily Letters and Sounds sessions (Tuesday - Friday Letters and Sounds, Thursday High Frequency/Tricky Word work - use some Spell Wise resources - (sets), Monday handwriting (sets) (SPAG focus)</p> <p>Focus Children possibly on Lexia</p>
<b>Discrete Maths</b>	<p>Following Assertive Mentoring Target planning - Progression Ladder System</p> <p>Creative Coverage</p> <p>Problem Solving opportunities for Fluency and Reasoning</p> <p>Weekly Number focused test/lesson</p> <p>Morning Maths Meetings</p> <p>RM Maths</p>
<b>Discrete Physical Education</b>	<p>(Themed: Moving like sea creatures. Creating an under the sea whole class dance. To develop balance and coordination in gymnastics with sea creatures as inspiration. ).</p> <p>Contributing to a team game in outdoor P.E in netball/football/hockey.</p>
<b>Discrete Languages</b>	<p>Discrete French - BBC Primary Languages:</p>
<b>Discrete Religious Education (Essex)</b>	<p>Special People - looking at this theme throughout the different religions</p>
<b>School Council Meetings</b>	<p>Whole School 'School Council' (18 pupils - 2 representatives from each class) and class council response/action and feedback.</p> <p>Pupil Perception</p> <p>School Issue</p> <p>Fundraiser</p>
<b>Weekly Assemblies with an SMSC focus</b>	<p>KS1 singing assembly, class PSCHÉ assemblies</p> <p>Beach Hut House assembly - sharing learning (cross-phase)</p> <p>Whole school celebration assembly</p> <p>Whole school assemblies exploring Social, Moral, Spiritual and Cultural content</p>