

Oceans and Seas MU PLAN 2026

<p>SUCCESS CRITERIA:</p> <p>On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> • Identify, describe and classify a variety of animals • Describe animals according to features and what they eat. • To know the basic needs of animals and how they fit into a food chain. • Recognise how animals are suited to their habitat • Recognise the impact of pollution and how to help to remedy it • To draw with increasing detail from observation. • Describe the style of Christ Jeanguenat and replicate her techniques. • To name the 5 oceans of the world and the 4 seas surrounding the UK and locate them on a map • To identify and name some coastal features using an aerial photograph • To define human and physical and give examples of each • To know some features of the Titanic and why it was considered a special ship of its time • To sequence the events of the Titanic's voyage • To know some of the reasons why the Titanic sank and why so many people died. • To know what changes were made as a result of the tragedy of the Titanic 	<p>KEY FOCUS AREAS (highlighted on Topic Overview)</p> <p>The world-continents and oceans, seas</p> <p>Our place in the world</p> <p>Use of maps and aerial photos including keys</p> <p>Animals including humans</p> <p>Significant historical event Sinking of the Titanic</p> <p>Shape and form~ drawing skills. Wax resist picture.</p>	<p>SYNOPSIS: Week 1 - Week 5</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Week 1</td> <td>What is the difference between an ocean and a sea? Which are the main oceans of the world, where are they and what are their main features? Recap on 7 continents. Draw detailed observational sketches of sea shells using pencil and charcoal.</td> </tr> <tr> <td style="text-align: center;">Week 2</td> <td>What water surrounds the UK? What are the names, locations and features of the 4 UK seas? Recap on 4 countries and capital cities of the UK.</td> </tr> <tr> <td style="text-align: center;">Week 3</td> <td>What are 'human' and 'physical' features? What are the features of the UK coastline and can we sort them into human and physical categories? Study work and techniques of the artist Chris Jeanguenat.</td> </tr> <tr> <td style="text-align: center;">Week 4</td> <td>What were the main features of the Titanic and what were the main events of its maiden voyage? (studied through English) Practise and plan Chris Jeanguenat inspired sea-themed picture.</td> </tr> <tr> <td style="text-align: center;">Week 5</td> <td>What was the cause, outcome and significance of the sinking of the Titanic and what impact has it had on present day shipping? Design and complete Chris Jeanguenat inspired sea-themed picture.</td> </tr> <tr> <td style="text-align: center;">Week 6</td> <td>What is an aerial photo and how does it compare with a traditional map? Identify, compare and categorise features of 4 UK coastlines using an aerial map.</td> </tr> </table> <p>Driver: The environment- plastic and other pollution in the oceans and the impact of humans. 3 Rs</p>	Week 1	What is the difference between an ocean and a sea? Which are the main oceans of the world, where are they and what are their main features? Recap on 7 continents. Draw detailed observational sketches of sea shells using pencil and charcoal.	Week 2	What water surrounds the UK? What are the names, locations and features of the 4 UK seas? Recap on 4 countries and capital cities of the UK.	Week 3	What are 'human' and 'physical' features? What are the features of the UK coastline and can we sort them into human and physical categories? Study work and techniques of the artist Chris Jeanguenat.	Week 4	What were the main features of the Titanic and what were the main events of its maiden voyage? (studied through English) Practise and plan Chris Jeanguenat inspired sea-themed picture.	Week 5	What was the cause, outcome and significance of the sinking of the Titanic and what impact has it had on present day shipping? Design and complete Chris Jeanguenat inspired sea-themed picture.	Week 6	What is an aerial photo and how does it compare with a traditional map? Identify, compare and categorise features of 4 UK coastlines using an aerial map.
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<p>In Science children will be:</p> <ul style="list-style-type: none"> * Asking simple questions and recognising that they can be answered in different ways * Observing closely, using simple equipment * Performing simple tests * Using their observations and ideas to suggest answers to questions * Gathering and recording data to help in answering questions. <p>Y1 & Y2:</p> <ul style="list-style-type: none"> * Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Y2:</p> <ul style="list-style-type: none"> * Noticing that animals, including humans, have offspring which grow into adults * Finding out about and describing the basic needs of animals, including humans, for survival (water, food and air) * Identifying that most living things live in habitats to which they are suited and describing how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 	<p>Topic KEY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What and where are the 5 oceans of the world? 2. What and where are the seas which surround the UK? 3. What are the key human and physical coastal features? 4. When was the Titanic built and why is it so significant? 5. Why did the Titanic sink and what impact did it have? <table border="1" style="width: 100%; border-collapse: collapse; background-color: #d1c4e9;"> <tr> <td style="text-align: center;">Opportunities for Extension</td> </tr> </table> <ul style="list-style-type: none"> • Impact of pollution on environment. • Name and locate seas. • Wider reading regarding news. • Adaptation to habitat~ link to human and physical features. • Use of range of maps with increasing challenge. • Evaluation of sources for historical information. 	Opportunities for Extension												
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<p>ENGLISH: Somebody Swallowed Stanley by Sarah Roberts~Narrative~Immersion, oral retell, Similes and alliteration. Retell with a difference-create own island with H&P features. The Titanic - I Survived the Sinking of the Titanic, 1912 by Lauren Tarshis Non-Fiction Comprehension, Topic linked recount/diary entry Sea Creature Poerty~ writing a list poem</p>	<p>MATHS: Y1~ Number: Addition and Subtraction within 20 Place Value within 50 Multiplication and Division Measures: Money coins and notes</p>	<p>Y2~ Number: Multiplication and Division Measures: Money</p>
<p>In GEOGRAPHY children will: Children will</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name and locate the seas surrounding the UK. Understand geographical similarities and differences through studying the human and physical geography of small areas of the United Kingdom, Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 		
<p>In ART children will:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices, disciplines, and making links to their own work. Observational drawing shells star fish etc. Explore work and techniques of Chris Jeanguenat and produce painting/drawing inspired by her work 	<p>In HISTORY children will focus on:</p> <ul style="list-style-type: none"> Chronology skills- sequencing of time. events beyond living memory that are significant globally~ significant historical events Sinking of the Titanic <p>Use of sources to find out about the past. Reporting skills</p>	
<p>In COMPUTING children will: To know how to refine searches using the Search tool. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. To introduce Email as a communication tool using 2Respond simulations. To understand how we should talk to others in an online situation. To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint or trail. To identify the steps that can be taken to keep personal data and hardware secure.</p>	<p>RE: Key Question - What is the Good News that many Christians believe Jesus brings?</p> <hr/> <p>SMSC/PSHE: Keeping Myself Safe Y1~ How our feeling can keep us safe • Keeping healthy • Medicine Safety Y2~ Safe and unsafe secrets • Appropriate touch • Medicine Safety</p>	

ASSESSMENT DESCRIPTORS

History Targets - A Year 1 Historian		History Targets - A Year 2 Historian	
<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past - how reliable are their memories? Find answers to simple questions about the past from sources of information e.g. artefacts Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 		<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives Recognise why people did things, why events happened and what happened as a result Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	
Art and Design Targets: A Year 1 Artist		Art and Design Targets: A Year 2 Artist	
<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists~Jeanguenat Review what they and others have done and say what they think and feel about it. Use a variety of tools, inc. pencils, rubbers, charcoal, Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour Mix and match colours to artefacts and objects. Create images from imagination, experience or observation. Explore shape and form 		<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists, Annotate work in sketchbook Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, 	
Geography Targets - A Year 1 Geographer		Geography Targets - A Year 2 Geographer	
<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their Surroundings Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. Picture maps and globes Follow directions (Up, down, left/right, forwards/backwards) Picture maps of imaginary places and from stories. relative vocabulary (e.g. bigger/smaller, like/dislike) Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -Key physical features, including: forest, hill, mountain, soil, valley, vegetation,. -Key human features, including: city, town, village, factory, farm, house, office. 		<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make simple comparisons between features of different places. A route on a map. Use a plan view. Use an infant atlas to locate places. to spatially match places (e.g. recognise UK on a small scale and larger scale map) Locate and name on UK map major features e.g. London, River Thames, home location, seas. Follow directions (as yr 1 and including NSWE A map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) To understand the need for a key. Find land/sea on globe. Look down on objects to make a plan view map. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	
Science Targets - A Year 1 Scientist		Science Targets - A Year 2 Scientist	
<ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use their observations and ideas to suggest answers to questions gather and record data to help in answering questions observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 		<ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use their observations and ideas to suggest answers to questions gather and record data to help in answering questions identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	

<p>Music Targets - A Key Stage 1 Musician</p> <ul style="list-style-type: none"> To find their singing voice and use their voices confidently. Sing with a sense of awareness of pulse and control of rhythm. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers. Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. 	<ul style="list-style-type: none"> Identify the pulse in different pieces of music. Accompany a chant or song by clapping or playing the pulse or rhythm. To explore different sound sources. Play instruments in different ways and create sound effects. Handle and play instruments with control. Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds' Recognise how music can reflect different intentions.
<p>PE Skills (Dance) - A Year 1 Dancer</p> <ul style="list-style-type: none"> Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts. 	<p>PE Skills (Dance) - A Year 2 Dancer</p> <ul style="list-style-type: none"> Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.
<p>Outdoor and Adventure Targets - Year 1</p> <ul style="list-style-type: none"> Follow instructions. Begin to work with a partner and a small group. Understand the rules of the game. Suggest ideas to solve simple tasks. 	<p>Games Targets - Year 2</p> <ul style="list-style-type: none"> Dribble a ball with two hands on the move. Dribble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics.
<p>PSHE Y1</p> <ul style="list-style-type: none"> I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.) 	<p>PSHE Y2</p> <ul style="list-style-type: none"> I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. I can explain that they can be helpful or harmful, and say some examples of how they can be used safely
<p>Computing Knowledge and skills~ Year 1</p> <ul style="list-style-type: none"> I can keep my password private. I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it's important to be kind and polite. I can recognise an age appropriate website. I can agree and follow sensible e-Safety rules 	<p>Computing Knowledge and skills~ Year 2</p> <ul style="list-style-type: none"> I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the Internet