

Rationale: Using a visit to the Sea Life Centre as a learning stimulus, the children will explore different ways to learn about the sea and sea creatures. They will show that they can think for themselves by using books, websites, video clips and photos to discover how to find out more about a topic they are interested in. By taking responsibility for their learning the children will develop their ability to make choices about how to learn best and will also show that they can find ways to evaluate and improve what they have done. They will begin to demonstrate that they can observe, discuss and make changes to their learning both with guidance and independently.

Hook:

Visit Sealife centre

Outcome:

Shoebox scene

Values learning

Independence**Key Skills**

Evaluate their learning and actions, know what they need to improve, and make changes accordingly. I can think about what I have learned or done; I know what to do to improve; I can make the right changes.

"I need to do it again." "I need to do this bit again or differently because..."

Be thinkers. I can show that I can think for myself. *I can think for myself. I can think for myself and express my thoughts.*

Take responsibility for their learning. I take responsibility for my learning. *I know the purpose of learning. I make choices that will help me learn best.*

Implications for teaching:

- ⇒ Give permission and responsibility
- ⇒ Use praise to promote confidence
- ⇒ Create opportunities for varied responses and celebrate innovation
- ⇒ Provide opportunities for rehearsing scenarios
- ⇒ Teach problem-solving skills and strategies to overcome weaknesses or hurdles
- ⇒ Support emotional literacy
- ⇒ Provide time for evaluation during a task, and create opportunities to act upon it
- ⇒ Teach thinking skills

Individuality**Key Skills**

Know people learn in different ways. *I know people learn in different ways. I realise, observe and discuss.*

Know how they learn best. *I know how I learn best. I know there are different ways of learning. I explore different ways of learning and evaluate them.*

Make informed choices. *I use what I've learned to make the right choice. I've heard some other ideas, and this is how I'm going to do it.*

Implications for teaching:

- ⇒ Teach the process of decision making and its consequences
- ⇒ Allow children to respond to tasks in different ways
- ⇒ Be individual
- ⇒ Teach multiple intelligences
- ⇒ Ask questions that explore learning style and promote evaluation and self discovery
- ⇒ Provide opportunities for children to make choices about their learning
- ⇒ Teach what a learner looks like, behaves like and does

National Curriculum references

Science

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Living things and their habitats Y2

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

National Curriculum references

Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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 shop

Computing:

Pupils should be taught to:

- create and debug simple programs

Art:

Pupils should be taught:

- to use a range of materials creatively to design and make products
- 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
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

National Curriculum references

Design & Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.