

National Curriculum Links	What will the children learn?	What will they do?	New Vocabulary						
<table border="1"> <thead> <tr> <th data-bbox="152 359 324 394">Subject</th> <th data-bbox="329 359 766 394">NC Statements</th> </tr> </thead> <tbody> <tr> <td data-bbox="152 413 324 448">DT</td> <td data-bbox="329 413 766 448">Design 1 &amp; 2, make 1, evaluate 1 &amp; 2</td> </tr> <tr> <td data-bbox="152 499 324 534">Geography</td> <td data-bbox="329 499 766 534">Coasts, human- pollution, use of atlases.</td> </tr> </tbody> </table>	Subject	NC Statements	DT	Design 1 & 2, make 1, evaluate 1 & 2	Geography	Coasts, human- pollution, use of atlases.	<p>Week 1 - Why are oceans important?</p> <p>Stunning Start - Why do the oceans matter?</p>	<p>Begin the K &amp; L grid- what they know about the ocean.</p> <p>Share knowledge of oceans, discuss and Create a mind-map then use a fact sheet to learn what oceans are used for- which facts are important, surprised the children etc.</p> <p>Geo: C1- I ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p>Marine life</p> <p>Microplastics</p>
Subject	NC Statements								
DT	Design 1 & 2, make 1, evaluate 1 & 2								
Geography	Coasts, human- pollution, use of atlases.								
<p><u>Skills Focus</u></p> <p>DT - A3, A4, A5 &amp; A6</p> <p>Geography - A2, C1 &amp; D2</p>	<p>Week 2 - Where do turtles live?</p> <p>What are turtles?</p>	<p>Find out which oceans turtles are found in and locate on a map, research information about turtles, e.g. different types, how big they are, what they eat, etc.</p> <p>Geo: A2 - I use maps, atlases, globes and digital computer mapping to locate countries and describe features.</p> <p>Create a fact file about sea turtles.</p>	<p>Ecosystem</p> <p>Leatherback</p> <p>Loggerhead</p>						
<p><u>Links to previous knowledge</u></p> <p>Under the sea (Rec)</p>	<p>Week 3 - How are turtles in danger?</p> <p>What problems does plastic cause in the ocean to the animals?</p>	<p>Listen to the story 'Duffy's Lucky Escape.' Discuss what happened/could have happened, etc.</p> <p>Geo: D2- I can recognise that people seek to improve and sustain environments.</p> <p>Explore photos of animals affected by plastic! Pic comprehension- What's happened? What questions would you like to ask about the picture?</p> <p>Geo: D2- I can recognise that people seek to improve and sustain environments.</p>	<p>Food Chain</p> <p>Pollution</p>						
<p><u>Literacy Links</u></p> <p>Duffy's Lucky Escape</p>	<p><u>First Hand Experiences</u></p> <p>Reuse/recycle to make a useful item.</p> <p>Create items and hold a sale to raise money for a turtle charity/adopt a turtle.</p> <p>Litter picking in the school grounds/local area.</p>								

<p>Week 4 - Is all use of plastic bad?</p> <p>How can the plastic we use end up on our dinner plate?</p>	<p>Create a table to evaluate items made from plastic, review the effectiveness and think of alternative materials that could be used. Go on a walk around school to identify positive uses of plastic.</p> <p>Quiz- decide whether statements are true or false. Create a timeline to show how using a plastic straw at a picnic can end up in your dinner!</p>	<p>Versatile Product Evaluate Review Zooplankton</p>
<p>Week 5 - How can we use less plastic?</p> <p>Can we re-use plastic?</p>	<p>Complete a sheet to show the use of plastic items in the last week. Mindmap ideas for using less plastic. Create a poster to encourage others to do this.</p> <p>Geo: D2- I can recognise that people seek to improve and sustain environments.</p> <p>Design and make a useful item from plastic recycling, e.g. a bird feeder. Then evaluate it.</p> <p>D.T: A3- I can use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose.</p> <p>A4- I can recognise that my designs have to meet a range of different needs and users.</p> <p>A5- I can use words, labelled sketches and models to communicate the details of my designs and can clarify when asked.</p> <p>A6- I can reflect on the design and make process, my end products and identify some improvements.</p>	<p>Degrade Reusable Upcycle</p>
<p>Week 6 - How can we help save the turtles?</p>	<p>Make 'turtle' related items, some from recycled plastic to sell next week and raise money.</p> <p>D.T: A3- I can use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose.</p> <p>A4- I can recognise that my designs have to meet a range of different needs and users.</p> <p>Geo: D2- I can recognise that people seek to improve and sustain environments.</p>	
<p>Week 7 - Can we save the turtles?</p> <p>Fantastic Finish- Fundraiser / stalls</p>	<p>Complete the K &amp; L grid- what they have learnt and how their feelings/opinions have changed.</p> <p>Geo: D2- I can recognise that people seek to improve and sustain environments.</p> <p>Sell items to raise money for save the turtles charity.</p>	<p>Adopt</p>