



# Save Our Seas

4 Weeks



## Rationale

Within this project, the children will explore the effect of plastics on the ocean, the animals that live there and begin to think about what action they can take to help the planet. They will use their ASCENT values to think about their **COMMUNITY** and the effect that plastic pollution can have on their local environment. The text 'Someone Swallowed Stanley' will be used as a basis for the children's writing. The children will **ASPIRE** to think about the effects of pollution on the environment and how we can help **NURTURE** our planet for future years to come.

## Hook

Children will use the book '**Somebody swallowed Stanley**' as a visual hook for this project. This thought-provoking picture book charts the eventful journey made by Stanley, a discarded plastic carrier bag, who is swept into the sea. As he drifts through the ocean waves, he is mistaken for a jellyfish and swallowed by a series of unsuspecting animals.

## Outcome

The children will design/make and float their own plastic boat, made from recycled materials to float in Redhill Park paddling pool/or in the school Quad.

## Literacy

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

## Main writing outcomes

Somebody Swallowed Stanley - Use the text as a focus for writing.

- Sorting materials
- Describe Stanley
- Describe the ocean.
- How can we help to save the planet?

## Writing skills to cover

- Writing captions and phrases
- Writing simple sentences
- Capital letters
- Finger spaces
- Full stops

## Linked Texts - TTS

Somebody Swallowed Stanley

## Extra Texts to support

One Day on our Blue Planet  
Let's Investigate Plastic  
Pollution

## Specific Areas

### MAIN FOCUS

#### Understanding of the World -Geography

Map of local area

Knowledge of local area/beach

Floating and Sinking

Recycling and how we can re-use and recycle.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### MAIN FOCUS

#### Expressive Arts and Design - ART

Designing and making a plastic boat

Jellyfish art

Recycled art - What can we re-use/weave with bags?

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Sing a range of well-known nursery rhymes and songs.

### Mathematics - Power Maths

Shape

Measure

Sorting

Time (Optional)

## Prime Areas

### PSED

An understanding about the Sea and pollution.

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Show sensitivity to their own and to others' needs.

### Communication & Language

Talk about the Sea and the animals under the sea - can you describe them?

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Physical Development

Making a model using specific tools

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

**Visits and visitors- Visit to Redhill Park to float the plastic boats.**

**British Values - Responsibility and Respect - Looking after our planet.**

**Cultural capital; IT**

**Mini Mash.**

**Maths - See Power Maths Planning.**

**Home Learning - Beach Clean**