

The 4 Purposes				
Ambitious, capable learners	Healthy, confident individuals	Enterprising, creative contributors	Ethical, informed citizens	
<ul style="list-style-type: none"> <li>Set themselves high standards and seek and enjoy challenge.</li> <li>Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.</li> <li>are questioning and enjoy solving problems</li> <li>Can communicate effectively in different forms and settings, using both Welsh and English</li> <li>Can explain the ideas and concepts they are learning about</li> <li>Can use number effectively in different contexts</li> <li>Understand how to interpret data and apply mathematical concepts</li> <li>Use digital technologies creatively to communicate, find and analyse information</li> <li>Undertake research and evaluate critically what they find</li> </ul>	<ul style="list-style-type: none"> <li>Have secure values and are establishing their spiritual and ethical beliefs</li> <li>Are building their mental and emotional wellbeing by developing confidence, resilience and empathy</li> <li>Know how to find the information and support to keep safe and well</li> <li>Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives</li> <li>Make measure decisions about lifestyle and manage risk</li> <li>Have the confidence to participate in performance</li> <li>Take part in physical activity</li> <li>Form positive relationships based upon trust and mutual respect</li> <li>face and overcome challenge</li> <li>Have the skills and knowledge to manage everyday life as independently as they can</li> </ul>	<ul style="list-style-type: none"> <li>Connect and apply their knowledge and skills to create ideas and products</li> <li>Think creatively to reframe and solve problems</li> <li>Identify and grasp opportunities</li> <li>Take measured risks</li> <li>Lead and play different roles in teams effectively and responsibly</li> <li>Express ideas and emotions through different media</li> <li>Give of their energy and skills so that other people will benefit</li> </ul>	<ul style="list-style-type: none"> <li>Find, evaluate and use evidence in forming views</li> <li>Engage with contemporary issues based upon their knowledge and values</li> <li>Understand and exercise their human and democratic responsibilities and rights</li> <li>Understand and consider the impact of their actions when making choices and acting</li> <li>Are knowledgeable about their culture, community, society and the world, now and in the past</li> <li>Respect the needs and rights of others, as a member of a diverse society</li> <li>Show their commitment to the sustainability of the planet</li> </ul>	
Integral Skills				
Creativity and innovation	Critical thinking and problem-solving	Personal effectiveness	Planning and Organising	
<ul style="list-style-type: none"> <li>Able to generate ideas</li> <li>Develop curiosity and inquisitiveness</li> <li>Demonstrate courage to explore and develop ideas</li> <li>Ability to turn ideas into action</li> <li>Plan and manage projects</li> <li>Identify opportunities</li> <li>Act upon opportunities and ideas and transform them into value – the value can be financial, cultural, social</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and understand</li> <li>Ask questions</li> <li>Evaluate information and situations</li> <li>Be objective looking at opposite view (strengths and weaknesses)</li> <li>Question</li> <li>Challenge perceptions</li> <li>Identify potential solutions</li> <li>Justify decisions</li> <li>Identify and develop arguments</li> </ul>	<ul style="list-style-type: none"> <li>How the ideas are implemented</li> <li>Set goals</li> <li>Decision making</li> <li>Time management</li> <li>Monitor and reflect on results</li> <li>Adapt</li> <li>Check for accuracy</li> <li>Responsibility and reliability</li> <li>Manage resources</li> </ul>	<ul style="list-style-type: none"> <li>Self-aware</li> <li>Confidence and self-esteem</li> <li>Emotional intelligence</li> <li>Evaluate own learning / strengths and areas for development</li> <li>Independence</li> <li>Leadership</li> <li>Social and cultural awareness, ethics</li> </ul>	

These are the AoLE of the Curriculum for Wales. Each AoLE have statutory What Matters Statements. Your inquiry will naturally have a main driver. This will be the main focus of the inquiry. The appropriate WM statements should be highlighted in green. Your inquiry will also hit a few WM statements from the different AoLEs. This will show coverage of the curriculum. These should be highlighted in yellow. Please see the example below. Here you will see that Humanities and WM 1/2/4/5 are the main focus of this inquiry.

	Expressive Arts	Health and Well-being	Humanities	Literacy, Languages & Communication	Mathematics & Numeracy	Science & Technology
What	SWM 1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	SWM 1: Developing physical health and well-being has life-long benefits	SWM 1: Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	SWM 1: Languages connect us.	SWM 1: The number system is used to represent and compare relationships between numbers and quantities.	SWM 1: Being curious and searching for answers is essential to understanding and predicting phenomena.
	SWM 2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	SWM 2: How we process and respond to our experiences affects our mental health and emotional well-being	SWM 2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	SWM 2: Languages is key to understanding the world around us.	SWM 2: Algebra uses symbol systems to express the structure of mathematical relationships.	SWM 2: Designing thinking and engineering offer technical and creative ways to meet society's needs and wants.
	SWM 3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	SWM 3: Our decision-making impacts on the quality of our lives and the lives of others	SWM 3: Our natural world is diverse and dynamic, influenced by processes and human actions.	SWM 3: Expressing ourselves through languages is key to communication.	SWM 3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	SWM 3: The world around us is full of living things which depends on each other for survival.
		SWM 4: How we engage with social influences shapes who we are and affects our health and well-being	SWM 4: Human societies are complex and diverse, and shaped by human actions and beliefs.	SWM 4: Literature fires imagination and inspires creativity.	SWM 4: Statistics represent data, probability models chance, and both support informed inferences and decisions.	SWM 4: Matter and the way it behaves defines our universe and shapes our lives.
		SWM 5: Healthy relationships are fundamental to our well-being.	SWM 5: Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical actions.			SWM 5: Forces and energy provide a foundation for understanding our universe.
						SWM 6: Computation is the foundation for our digital world.

<b><u>Cross cutting themes</u></b> (Click on the links for more details and tick if you plan to cover any of these)					
<a href="#">Careers and work-related experiences</a>	<a href="#">Diversity</a>	<a href="#">Human Rights</a> Investigate how the oceans impact our ecosystems and what impact does this have on communities and places around the world.	<a href="#">Local, national and international contexts</a> Exploration of the world world around us and how the world is impacted by human choices and decisions	<a href="#">RSE</a>	
<b><u>RVE Lenses</u></b> (Highlight what is covered)					
<a href="#">Search for meaning and purpose</a> How people respond to the deeper questions of life in order to understand the human condition.	<a href="#">The natural world and living things</a> How and why people show concern and responsibility for the world and experience awe and wonder in nature.  <b>Save our seas. Exploring how we can save the seas for the future of tomorrow.</b>	<a href="#">Identity and belonging</a> What makes us who we are as people, communities and citizens living in a diverse world.	<a href="#">Authority and influence</a> How and why different types of authority influence people's lives.	<a href="#">Relationships and responsibility</a> How people live together, and why developing healthy relationships is important	<a href="#">Values and ethics</a> How and why people make moral choices and how this influences their actions.  <b>Understanding how the choices that we make impact the world we live in tomorrow.</b>
<a href="#">The journey of life</a> What people experience as part of the journey of life and how these experiences are acknowledged.	<a href="#">Hwb link</a>				

Your inquiry will have 6 phases - Please see example below

<p style="text-align: center;"><b><u>Pupil Voice Questions</u></b></p> <p>Pupil voice questions go here in blue.</p> <p>How do fish survive when there is plastic in the sea? OB I want to learn about different fish throughout the years? HW I want to learn about food chains JA I want to learn about the oldest fish JA How deep is the sea? JA What can we do to help? JS How do our oceans impact our lives? JS Which fish have been here for years? JS How do fish adapt to warmer or colder water temperatures? JS How can we make sure our oceans have a better future? JS I want to learn how many fish are in the sea FO I would like to learn about sea creatures and how they are affected by pollution TW Why do fish eat the plastic? EHP Did someone create fish? Where did they come from?EHP How are fish created? What fish are hard to find? EE How can humans make a difference to the oceans? AMR How do fish survive in something as dangerous as the ocean? AL How do the fish survive when there is pollution in the water? ZB</p>	<p style="text-align: center;"><b><u>Inquiry Theme:</u></b> Tomorrow's World</p> <p style="text-align: center;"><b><u>Inquiry Title:</u></b> What will our oceans look like in tomorrow's world?</p> <p style="text-align: center;"><b><u>Central Idea:</u></b> How are human actions today changing ocean habitats and the living things that depend on them?What do we need to do now to protect our oceans for the world of tomorrow?</p> <p style="text-align: center;"><b><u>(Rationale):</u></b> <b>By the end of this theme, pupils will be able to...</b> explain how human actions affect ocean habitats locally, nationally and across the world, explore how different countries are working to protect marine life, and use their new knowledge and big ideas to write a persuasive letter that inspires others to help shape a brighter future for tomorrow's oceans.</p> <p style="text-align: center;"><b><u>Half Termly Value:</u></b></p>	<p style="text-align: center;"><b><u>Phase 1 - Tuning in</u></b> <b><u>Sequence of learning</u></b></p> <p><b><u>Aoles:</u></b>Humanities/Science and Technology/ Expressive arts</p> <p><b><u>Statement of What Matters:</u></b></p> <ul style="list-style-type: none"> <li>• Humanities SWM3- PS3</li> <li>• Science and Technology SWM1 - PS3</li> <li>• Science and Technology SWM1 - PS3</li> </ul> <p><b><u>Knowledge and Skills (by the end of this phase):</u></b></p> <ul style="list-style-type: none"> <li>• I can ask thoughtful, research-driven questions about fish, oceans and marine ecosystems.</li> <li>• I can observe real environments carefully and use evidence from the aquarium visit to support my ideas.</li> <li>• I can use imagination and scientific knowledge together to create detailed drawings of underwater worlds.</li> <li>• I can analyse images and information to identify patterns, differences and possible explanations.</li> <li>• I can carry out a scientific investigation and describe what the results show.</li> </ul>
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What is in the deep ocean? MK  
 I would like to learn about what fish see under the water HG  
 I want to learn about the impact on the fish and coral reefs BS  
 I want to learn about what type of fish live in the ocean and how they are being affected AC  
 How are fish created? Cycle of coral reefs? Types of sharks and fish? Shipwrecks? JG  
 Who is important in ocean discoveries? JS  
 I wonder if there are over 100 species of sharks and sealions? RC  
 I would like to know about how many fish are in the world EE  
 I want to learn about how sharks live MZ  
 I want to learn about fish, extinct fish, how fish live and how fish eat CCS  
 I want to learn about different types of fish PP  
 Will there be new fish in tomorrows world? OD  
 I want to learn about how fish know they can get stuck in a coral reef OC  
 How does rubbish get into the sea and come out of the sea? Does it affect climate change? LG  
 I want to know how they clean up all the rubbish in the sea JE

Spring 1 - Trust  
 Spring 2 - Peace

Children's Rights:

Spring 1:

Article 24 - You have the right to health care, nutritious food and safe drinking water.

Article 25 - You have the right to be checked regularly if you are somewhere away from home.

Article 27 - You have the right to a safe place to live.

Article 33 - You have the right to be protected from harmful drugs.

Article 34 - You have the right to be protected from all kinds of harm.

Article 35 - You have the right to be kept safe from strangers.

Article 36 - You have the right not to be taken advantage of.

Spring 2:

Article 30 - You have the right to practice your own religion and culture.

Article 32 - You have the right to not do any work that harms your education.

Article 36 - You have the right not to be taken advantage of.

Article 37 - You have the right to be protected from cruel and harmful punishments.

Article 38 - You have the right to be protected from war.

Article 39 - You have the right to help if

**Include the activities and experiences you intend to teach and carry out in each phase box. These should be recorded in black.**

**Add the skill you will be focussing on. Skills should be recorded in red.**

**Include the AoLE directly linked to the activities. Sometimes there may be more than one. These should be written in yellow.**

**Ensure each section of the inquiry cycle is planned. Activities can be amended, added to or changed and these will be added in purple.**

- I can research significant individuals who have contributed to ocean discoveries.
- I can collect and organise facts to help me write a clear and accurate biography of David Attenborough.

LNF / DCF:

I can listen to, understand, infer, interpret and recall the general meaning of what I have heard (Listening)

I can listen to, identify and use key words to understand the general meaning and ideas which are implied (Listening)

I can read words and sentences from different texts using a range of strategies to make meaning (Reading)

I can use simple, compound and complex sentence structures for emphasis and effect (Writing)

Activities go here:

I want to learn about different types of fish PP. I wonder if there are over 100 species of Fish? RC

- School Trip attending Bristol Aquarium to spark interest and knowledge in the topic, providing real life context about the topic

I would like to learn about what fish see under the water HG

- Imaginative drawing = draw the ocean what do you see, thinking about what fish see in the ocean today and what it could look like in tomorrows world

How do fish survive in something as dangerous as the ocean? AL

- Immersion day= Marine Biologists (animals that live in the sea, where are the oceans) dress up
- Sport the difference finding out in the images, inspired by a see, think, wonder to explore why and how the ocean may look like this
- Ocean in a bottle experiment exploring how pollution spreads in the ocean and investigate how this has an impact on the fish and wildlife

Who is important in ocean discoveries? JS

- Ocean by david attenbrough exploring what the ocean looks like

		<ul style="list-style-type: none"> <li>• Begin to explore the life of David Attenborough which will feed into Literacy activity which will be writing a Biography about the life of David Attenborough</li> </ul> <p>How deep is the sea? JA What is in the deep ocean? MZ</p> <ul style="list-style-type: none"> <li>• Explore layers of the ocean and begin to frame a bigger picture of what the ocean looks like</li> <li>• Explore what can be found in each layer of the ocean</li> </ul>
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**Phase 6 - Taking Action**

**Aoles:** Humanities/Science and Technology/ LLC/ Health and Wellbeing

**Statement of What Matters:**

- Humanities SWM5 - PS3
- Humanities SWM4- PS3
- Science and Technology SWM3- PS3
- Language, Literacy and Communication SWM3 - PS3
- Health and Wellbeing SWM4 - PS3
- Health and Wellbeing SWM3- PS3

**Knowledge and Skills (by the end of this phase):**

- I can explain how humans can make a positive difference to the oceans and suggest realistic actions at local, national and global levels.
- I can communicate my learning confidently by guiding visitors, explaining my research and spreading the message of ocean protection.
- I can work collaboratively to create an interactive display that clearly presents information, evidence and solutions.
- I can apply what I have learned to my local area and suggest ways we could protect and improve the coastline of Wales.
- I can design or propose a solution that could help reduce damage to our beaches or support marine life in our community.
- I can evaluate different strategies used around the world to protect oceans and compare how effective they are.
- I can present my ideas clearly to an audience using strong oracy skills, eye contact, confidence and evidence-based explanations.
- I can answer questions from others by using facts, reasoning and examples from my research.



**Phase 2 -Finding Out**

**Aoles:** Humanities/Science and Technology/ LLC/ Numeracy

**Statement of What Matters:**

- Science and Technology SWM1 - PS3
- Science and Technology SWM3- PS3
- Humanities SWM3- PS3
- Numeracy SWM4 - PS3

**Knowledge and Skills (by the end of this phase):**

- I can locate and label the world's oceans and explain where they are on a global map.
- I can compare oceans using geographical data such as depth, temperature, surface area and key discoveries.
- I can analyse maps and data to identify which oceans are the biggest, deepest or most explored.
- I can explain how different ocean habitats support different species and why animals live where they do.
- I can describe what fish need to survive and compare their needs with human needs.
- I can evaluate the dangers fish face and explain how their adaptations help them survive.
- I can research influential ocean explorers and scientists from the past and present.
- I can explain how discoveries made by different people have changed our understanding of the ocean.
- I can interpret data about human impacts such as overfishing, pollution and habitat destruction.

**LNF / DCF:**

I can read complex texts independently for sustained periods



- I can reflect on how my actions and choices can contribute to a better future for the oceans and inspire others to take action.

**LNF / DCF:**

I can listen to others' ideas/presentations, and understand that they may have different perspectives to my own (Listening)

I can ask and answer questions, building on and developing the ideas of others in a group discussion (Speaking)

I can respond to others points of view by seeking clarity, summarizing and explaining what I have heard, read or seen. (Speaking)

I can use profit and loss in buying and selling calculations (Numeracy)

I can realise budgeting is important (Numeracy)

I can use a range of software to select, produce and edit a range of multimedia components for a purpose (DCF- Creating digital content)

**Activities go here:**

**How can humans make a difference to the oceans? AMR**

- Family engagement afternoon= Families invited to explore exhibition, take part in ocean themed crafts and talk with pupils about their learning. Pupils will be guides and think about how they are spreading the message of saving our oceans
- In groups (Based on their research) they will come up with an interactive display board which will showcase what they have learnt in a creative way. This will be a great chance to show and spread the message of the impact of tomorrows world
- The children will also present using their oracy skills to showcase what they know about their topic.

**What can we do to help? JS**

(Reading)

I can read words and sentences from different texts using a range of strategies to make meaning (Reading)

I can use inference and deduction to understand the text, and can consider the reliability of what I read (reading)

I can identify what further information might be required and select what information is most appropriate (Numeracy)

I can draw conclusions from data and recognise that some conclusions may be misleading or uncertain (Numeracy)

**Activities go here:**

**Mapping of global oceans**

- Mapping of oceans globally
- Finding on a map which oceans are the biggest/ deepest/ geographical discoveries in these oceans
- Compare the oceans using data (Temperature. Depth, discoveries, surface area etc.)

**I want to learn about how fish live and eat? CCS**

- Exploration of ocean habitats and what lives in each habitat
- Begin to explore what a fish needs in a home to live and survive
- Needs, wants, dangers and compare these to our needs and wants as human beings

**Who can change the way we protect our oceans?**

- Explore biographies of multiple people who have discovered important things in the ocean which have a impact on what we do/know now
- Who made discoveries in the past and who is making discoveries currently?

**What is the impact on coral reefs and fish? BS**

- What are humans doing right now that is impacting the oceans
- Explore data for overfishing, and other impacts and how

<ul style="list-style-type: none"> <li>• After exploring strategies that people are using reflect on how we could apply some of this to our beaches in Wales, How can we design/ create something that has a positive impact on our local area, impacting and preserving the coastline of Wales</li> </ul> <p>Save the seas keyrings</p> <ul style="list-style-type: none"> <li>• Create keyrings which have a powerful message on them</li> <li>• Use beads and sea shells to convey a powerful message through selling these at the school fayre.</li> <li>• Include a small leaflet which explains learning to anyone who buys them</li> </ul>		<p>what humans need is impacting our environments</p> <ul style="list-style-type: none"> <li>• Discover what the main impacts on the ocean is and why</li> </ul>
<p style="text-align: center;"><b><u>Phase 5 - Reflecting and Evaluating</u></b> <b><u>(Performance of Understanding)</u></b></p> <p><b><u>Aoles:</u></b>Humanities/Science and Technology/ LLC/ Expressive arts</p> <p><b><u>Statement of What Matters:</u></b></p> <ul style="list-style-type: none"> <li>• Humanities SWM1 - PS3</li> <li>• Humanities SWM2 - PS3</li> <li>• Humanities SWM4- PS3</li> <li>• Science and Technology SWM3- PS3</li> <li>• Language, Literacy and Communication SWM3 - PS3</li> <li>• Expressive arts SWM3- PS3</li> </ul> <p><b><u>Knowledge and Skills (by the end of this phase):</u></b></p> <ul style="list-style-type: none"> <li>• I can carry out detailed research on an ocean-related issue and use reliable sources to deepen my knowledge.</li> <li>• I can form a clear, evidence-based argument that links back to our main inquiry question about the future of the oceans.</li> <li>• I can explain how human actions affect the oceans and suggest realistic ways we can make a positive national and global impact.</li> <li>• I can write a persuasive letter using facts, opinions and emotive language to influence decision-makers.</li> <li>• I can use scientific understanding to explain how and why marine species might evolve or adapt in tomorrow's world.</li> <li>• I can work collaboratively to produce a research project that shows deep understanding of a chosen ocean issue.</li> <li>• I can use ICT confidently to create an interactive presentation that communicates my ideas clearly.</li> <li>• I can present my findings to an audience and respond to</li> </ul>	<p style="text-align: center;"><b><u>Phase 4 - Going Further</u></b></p> <p><b><u>Aoles:</u></b>Humanities/Science and Technology/ LLC</p> <p><b><u>Statement of What Matters:</u></b></p> <ul style="list-style-type: none"> <li>• Humanities SWM1 - PS3</li> <li>• Humanities SWM2 - PS3</li> <li>• Humanities SWM4- PS3</li> <li>• Science and Technology SWM3- PS3</li> <li>• Language, Literacy and Communication SWM3 - PS3</li> </ul> <p><b><u>Knowledge and Skills (by the end of this phase):</u></b></p> <ul style="list-style-type: none"> <li>• I can carry out independent research on a chosen ocean-related issue and develop expertise in my focus area.</li> <li>• I can use a range of reliable sources (digital and non-digital) to gather detailed information about climate change, plastic pollution, endangered species or ocean heroes.</li> <li>• I can form a clear argument using evidence and link my ideas back to the main inquiry question.</li> <li>• I can explain how the oceans impact human life and describe the benefits we gain from them, including food, energy and environmental stability.</li> <li>• I can compare how different countries protect the oceans and evaluate which national, local and global initiatives are most effective.</li> <li>• I can analyse how human actions affect coral reefs, ecosystems and species survival using data and scientific reasoning.</li> <li>• I can research influential figures in ocean science and conservation and explain how their work has shaped what we know today.</li> </ul>	<p style="text-align: center;"><b><u>Phase 3 -Sorting Out</u></b></p> <p><b><u>Aoles:</u></b>Humanities/Science and Technology</p> <p><b><u>Statement of What Matters:</u></b></p> <ul style="list-style-type: none"> <li>• Humanities SWM1 - PS3</li> <li>• Humanities SWM2 - PS3</li> <li>• Humanities SWM4- PS3</li> <li>• Science and Technology SWM3- PS3</li> </ul> <p><b><u>Knowledge and Skills (by the end of this phase):</u></b></p> <ul style="list-style-type: none"> <li>• I can explain how food chains work in the ocean and describe the roles of producers, prey and predators.</li> <li>• I can investigate what happens when part of a food chain is damaged and explain the impact on the wider ecosystem.</li> <li>• I can describe the life cycle of fish and other marine animals using scientific vocabulary.</li> <li>• I can explain how human actions can affect the life cycles and reproduction of ocean species.</li> <li>• I can investigate how fish adapt to different temperatures and explain how these adaptations help them survive.</li> <li>• I can explain how climate change affects marine environments and how species respond to these changes.</li> <li>• I can create cause-and-effect diagrams to show how one change in the ocean can lead to further consequences.</li> <li>• I can research how pollution affects sea creatures and use evidence to support my explanations.</li> <li>• I can make predictions about the future of ocean ecosystems and use research to check if my predictions are accurate.</li> </ul>

questions with confidence, using evidence to support my answers.

**LNF / DCF:**

I can listen to and respond to others with questions and comments which focus on reasons, implications and next steps (Listening)

I can use my understanding of different kinds of text to consider whether a text is effective in conveying information, ideas and views. (Reading)

I can speak clearly, recognising the appropriate language for different audiences and purposes, and varying my expression, vocabulary, tone and gestures to engage the audience (Speaking)

I can use simple, compound and complex sentence structures for emphasis and effect (Writing)

I can use an increasing range of connectives to organise my ideas in sentences, paragraphs and whole text. (Writing)

I can write my thoughts, feelings and opinions, showing empathy and respect (Writing)

I can use a range of software to select, produce and edit a range of multimedia components for a purpose (DCF- Creating digital content)

**Activities go here:**

**How can we make sure our oceans have a better future? JS**

- Exploring how we can make a national impact
- Write a persuasive letter to the prime minister which is a chance to bring together all of their learning to showcase exactly what they know about the impact on the ocean, encourage them to use persuasive language, take action and be pioneers in making the change for the world as we know it tomorrow.
- Think about how we can make a change in the future.
- Compile all the key ideas and learning and understanding into a letter to explore using persuasive language, facts and opinions will have an impact on our national and

- I can write a detailed biography that shows how a person's research or actions—such as David Attenborough's—has made a positive impact on our world and inspires us to take action.

**LNF / DCF:**

I can listen to and understand information about a variety of topics, summarizing the main points (Listening)

I can use techniques to remember the main points of presentations (Listening)

I can read to identify different people's viewpoints on various subjects and develop empathy (Reading)

I can share, talk and write about my thoughts, feelings and opinions using a range of techniques to show impact (Speaking)

I can work with others to create an online collaborative project for a specific purpose (DCF- Collaboration)

I can use a range of software to select, produce and edit a range of multimedia components for a purpose (DCF- Creating digital content)

**Activities go here:**

Research project - based on interest

- Four teams will explore four research focuses based on our learning in the inquiry cycle (Climate change, plastic pollution, endangered species and ocean heroes) **Does it affect climate change? LG**
- Deep dive into a specific topic in order to research deep specific topic knowledge becoming experts in what they want to research and what they are interested in
- Develop knowledge through digital research and source research
- Forming an argument linking back to the main focus on the inquiry question

**How do oceans impact our lives? JS**

- After reflecting on what we are doing to impact the ocean begin to reflect on how the ocean is impacting us and what we need the ocean for in our lives
- How can we benefit from the ocean (Begin to explore

**LNF / DCF:**

I can read to identify different people's viewpoints on various subjects and develop empathy (Reading)

I can distinguish between facts, theories and opinions (Reading)

I can use my understanding of different kinds of text to consider whether a text is effective in conveying information, ideas and views. (Reading)

I can use simple, compound and complex sentence structures for emphasis and effect (Writing)

**Activities go here:**

**I want to learn about food chains JA**

- After learning about what fish need to live and survive begin to explore food chains and how these have a natural impact on the ecosystem
- Investigate what happens if one part of a food chain is damaged, what impact does this have on the rest of the ocean ecosystem

**How are fish created? JG**

- Life cycle of fish and other animals in the ocean
- Explore how human interferences could impact the development of new fish species and fish reproducing

**How do fish adapt to warmer or colder temperatures? FO**

- Investigate how fish adapt and change in order to suit their environment
- Explore scientifically how fish and other marine life have adapted to their environments
- Explore climate change and how this has an impact on fish life

**How are sea creatures affected by pollution? TW**

- Create cause and effect flow charts
- Showcasing how one impact can have a ripple effect down to the ocean
- Use physical cause and effect diagrams to explore how

<p>global scale issues</p> <p>Will there be new fish in tomorrows world? OD</p> <ul style="list-style-type: none"> <li>• Use knowledge of challenges that ocean creatures have today to create your own special fish species which has adaptations which will help it to survive in the ocean with the challenges that the ocean is facing today</li> <li>• Use creative skills to show performance of understanding in work</li> </ul> <p>Compile and complete research project in groups</p> <ul style="list-style-type: none"> <li>• Come up with an interactive presentation using their ICT skills as well as their knowledge and understanding of the topic in order to deepen and showcase understanding</li> <li>• Completed in front of year 6 cohort of children in order to develop confidence and understanding for when they move up into year 6</li> <li>• Answer questions in preparation for parental engagement where the children will showcase their learning to their parents and wider community</li> </ul>	<p>alternative power sources and environments)</p> <p>Who is doing something to help? AMR</p> <p>How do fish survive if their is plastic in the sea? OB</p> <p>How does rubbish get into the sea and come out of the sea?</p> <ul style="list-style-type: none"> <li>• Country comparison between who is helping the oceans and who is not</li> <li>• What national, local and global initiatives are helping to protect and clean our oceans</li> </ul> <p>Complete biography of David Attenborough</p> <ul style="list-style-type: none"> <li>• Use knowledge of topic/ environments and research to compile information on how people's research is having a positive impact on the research discoveries of the world today</li> <li>• How can we be more like this creating impact for our world</li> </ul>	<p>a small change would impact the future development of the ocean</p> <ul style="list-style-type: none"> <li>• Children can decide what they change and how this might have an impact</li> <li>• Complete research to show if their prediction was correct</li> <li>• Investigate plastic pollution</li> </ul>
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