

 <p>Ambitious, capable learners who.....</p> <ul style="list-style-type: none"> • Set themselves high standards and enjoy challenges. • Question and enjoy problem solving • Undertake research • Have the skills to connect and apply the skills learned in other contexts. • Can explain the concepts and ideas that they are learning about. • Can understand how to interpret data and apply mathematical concepts. • Use ICT creatively to communicate, interpret and find out information. • Can communicate in English and Welsh. • Can undertake research and evaluate critically what they find.so that they are ready to learn throughout their lives. 	 <p>Enterprising, creative Contributors who....</p> <ul style="list-style-type: none"> • Take measured risks. • Connect and apply their knowledge and skills to create ideas and products. • Think creatively to reframe and solve problems. • Identify and grasp opportunities. • Lead and play different roles in teams effectively and responsibly. • Express ideas and emotions through different types of media. • Give of their skills and energy so that other people will benefit.so that they are ready to play a full part in life and work. 	 <p>Ethically informed citizens who.....</p> <ul style="list-style-type: none"> • Find, evaluate and use evidence in informing views. • Engage in contemporary issues based upon their knowledge and values • Understand and exercise their human rights and responsibilities. • Understand and consider the impact of their actions when making choices. • Are knowledgeable about their culture, community, society and the world – now and in the past. • Respect the needs and rights of others as a member of a diverse society. • Show their commitment to the sustainability of the planet.so that they are ready to be citizens of Wales and the World. 	 <p>Healthy confident individuals who.....</p> <ul style="list-style-type: none"> • Have secure values an establishing their spiritual and ethical beliefs. • Are building their mental and emotional well-being by developing confidence, empathy and resilience. • Apply knowledge about the impact of diet and exercise on their physical and mental health. • Know how to find the information to keep safe and well. • Take part in physical activity. • Take measured decisions about lifestyle and managing risk. • Have the confidence to participate in performance. • Form positive relationships based on trust and mutual respect. • Face and overcome challenge. • Have the skills to manage life independently.so that they are ready to lead fulfilling lives as valued members of society.
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Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>1) Dynamic Topic Starter- Picture Sort- Children to look at pictures and sort</p> <p>2)Pupil Voice; Missions-Children decide own missions and tasks/childrens work displayed on Wow Work board. (Children develop line of enquiry): Picture of environment- What I can see, What I guess, What questions do I have?Source Square.</p> <p>3)WOW start: : Message in a bottle left in classroom by Barti Du-contains a Mission Message for Year 1!</p> <p>CELEBRATION END OF TOPIC (Links to wider community): Pirate party-Dress as a good or bad pirate or Marshall. Sing Sea Shanty for an audience.</p> <p>TRIP/ VISITORS: Folly Farm Trip-Environments-Beach trip, Visit to RNLI, Surfers Against Sewage to visit class.</p>		<p>Land Ahoy!</p> <p>Summer 2023-Concept-CHANGE.</p> <p>Narrative-This term the children will develop an awareness of the interconnections between humans and their environment, and their own actions in relation to this?</p> <p>Big Question- How can we make a change?</p> <p>Rights of the Child: <i>Article 12:</i> I have the right my opinion and for adults to listen and take it seriously.<i>Article 13:</i> I have the right to find out things and share my ideas with others by drawing, talking and writing.<i>Article 24:</i> I have the right to the best healthcare possible, safe water to drink, nutritious food, a clean safe environment and information to help you stay well.</p>		<p>Me/ My Family/ My School/ My community: My garden, My school, My beach.</p> <p>Wales: Beach trip Local RNLI charities/ Walk to Lifeboat station/beach, and meet lifeguards. Prepare questions. FollyFarm Trip</p> <p>Wider World: The Caribbean and where famous Pirates lived.</p>	
<p>EXPRESSIVE ARTS (e.g., Music, Art, Drama, Dance, Film and Digital Media) (Twinkl- Pirates/Sea Scapes/Environment) Share the story of Barti Ddu and children create a portrait using charcoal. Drama-Re- enact the story of Barti Ddu.</p> <ul style="list-style-type: none"> • Music lessons - Mr Thomas-Sea Shanty • Learn and perform action songs in relation to sea,'Dwi'n hoffi..' A sailor went to sea sea,sea..' • Look at the work of Welsh artists coastlines -National Art Gallery-Ceri Richards. • Observational drawing - picturs of different coastlines/sea scapes/boats-sailing-fishing-trawlers/cruisers. 		<p>HEALTH AND WELL-BEING (e.g., PSE, Learning to Learn, Relationships and Emotions, Healthy Choices, Physical Activity, Keeping Safe)</p> <p>9) - Priority pyramid/Four Corners- Prioritize things a sea creature would need to survive. (differentiate- LA 3 items to rank/ MAT- 5 items to rank) Pupils give their reasons e.g., I think _____ is the most important because _____/ I decided that _____ is the most important because and _____ the least important because_____.</p>		<p>SCIENCE and TECHNOLOGY</p> <p>4) Compare and find out about sea creatures. Picture sort (starfish ,fish, shark, turtle crab, jelly fish cockle, mussel, anemone) - Grouping pictures of sea creatures and give reasons for choices. Use circles to group the sea creatures. Practical Venn Diagram</p> <p>5) Jit picture of Pirates- ICT skills.</p> <p>6) Representative of 'Surfers Against Sewage' to visit class.</p> <p>7) Examine and separate the different parts of a sea creature (plan for vocabulary by using a brace map e.g., scales, 8 legs) What are the different parts? What does he look like and what does he do?</p> <p>7a)Boat building-design and build-Sail boat-Forces.</p>	
<p>MATHS AND NUMERACY (Applied Cross- Curricular, Real-Life Maths)</p> <p>6) Jit graph/ tally graph- favourite pirates/ which pirate shall we choose?</p> <p>10) New Letter from Aled Apple thanking children for choosing the dog. Can you help me now to make a list of what my dog needs and how much it will cost?</p> <p>11) Prepare questions to interview Rachel-'Surfers Against Sewage'.</p> <p>12) Pirate Treasure shop role play- price items e.g., 2p necklace, 5p jewel. (biscuits, water)13) Choose items and write a shopping list for a pirate. Cost how much it would be to buy all the items on the list. Calculate cost.</p> <p>14) Compare the price of items for a pirate - order them from cheapest to most expensive. Can you find the cost of the cheapest items and most expensive items? Calculate cost.15) Sponsored walk to donate to RNLI.15a) Beebots-Maps and direction-Treasure Island.</p>		<p>HUMANITIES (History, Geography, RE)</p> <p>16) Compare and find out about pirates from around the world.</p> <p>17) Map-pin on countries-pirates around the world.</p> <p>18) - Grouping pictures of pirates and give reasons for choices. Use circles to group the pirates. Practical Venn Diagram.</p> <p>18a)Sort environment waste for recycling-What can be recycled? How can you change/make a change/effect environment/ BEACH Litter pick.</p>		<p>LANGUAGE, LITERACY AND COMMUNICATION (English, Welsh and International Languages) (Applied Cross- Curricular, Real-Life LLC)</p> <p>8) How can we get people to Reduce, Renew, Recycle? Sentences giving reasons e.g., I think if we _____ because _____.</p> <p>Read Write Inc.Talk Write-Sayeeda, the Pirate Princess.Welsh language patterns.Listening/Oracy activities.Recount trip to Folly Farm-Es i..</p>	
<p>White Rose Maths Addition, Subtraction, Multiplication, Division, Money.</p>			<p>Come and See-Holidays and Holy Days, Being Sorry, Neighbours.</p>		

