

# Ocean Adventures Teacher Resource

Year One - UK Curriculum



School Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

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# **Ocean Adventures**

## **Year ONE (age 5-6)**

**Author: The Weird Fish Lady - Gloria Barnett**

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Banner for your classroom wall

# Ocean Adventures – Knowledge Organiser

Name: \_\_\_\_\_

## The Five Oceans



## Key Vocabulary

**Ocean:** A huge area of saltwater that covers most of the Earth.

**Seabed:** The land at the bottom of the ocean.

**Fins:** Flat body parts that help fish and other sea creatures swim.

**Claws:** Sharp, curved parts on the end of a lobster's or crab's legs, used for catching and eating.

**Habitat:** The natural place where a plant or animal lives.

**Adaptation:** A special change an animal makes to help it survive in its home, like sharp claws or pufferfish spikes.

## Ocean Animals We Are Learning About



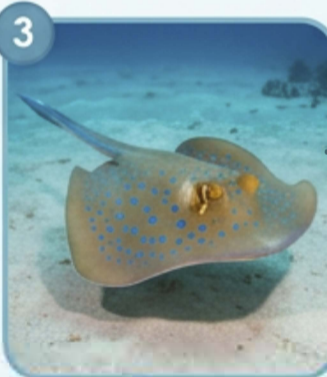
### Lobster

Lobsters live on the rocky seabed and have strong claws to catch food.



### Pufferfish

Pufferfish puff themselves up with water or air like a balloon to make themselves big and scare off predators.



### Blue-spotted Ray

Blue-spotted rays have spots to help them hide in the sandy seabed and use their wings to glide through the water.

## Big Question: Why do we know so little about the ocean?

The ocean is vast and incredibly deep, making many parts hard for humans to explore and study, even with modern technology. We are learning new things every day!

# Ocean Adventures Teacher Resource

## Preview - Description

### Complete “*Ocean Adventure*” Resource for

### Year ONE (Ages 5–6)

Inspire curiosity and imagination with this engaging, story-based ocean resource designed especially for **Year One** pupils. Through narrated stories, short educational videos, creative activities, and simple literacy tasks, children are introduced to life beneath the waves in a fun, age-appropriate way.

This downloadable resource is carefully structured across **three sessions**, building confidence in reading, speaking, listening, and early writing skills while developing knowledge of the natural world.

## Why Choose This Year One Resource?

- Story-led learning designed specifically for ages 5–6
- Author-narrated videos to support engagement and comprehension
- Short, accessible educational films
- Early geography and science foundation
- Structured literacy support
- Creative art activities for classroom display

This resource nurtures curiosity, builds foundational knowledge, and supports early literacy — all through the magical world of ocean adventures.

Bring the sea into your classroom and let your pupils dive into learning with confidence and creativity!

**This resource is the companion for the books:**

*Logan the Lobster*

*Prickle the Pufferfish*

*Ravi the Ray*



**(See information on book purchasing on page 7 of this document)**

# Preview of Resources for Year One

## Session 1 - Discovering Ocean Life through Storytime

This resource is the companion for the **Book:** [Logan the Lobster](#)

### **Session resources:**

**Videos** Three narrated videos :

- i) *What lives in the Sea*
- ii) *Narrated Storytime: Logan the Lobster*
- iii) *Lobsters hiding in holes*

### Colouring templates

**Learning Focus:** Children explore a wide variety of ocean creatures.

**Creative Activities:** Drawing and colouring templates for Ocean Wall Art classroom display work to celebrate learning.

**Literacy Work:** This lesson supports early comprehension, vocabulary building and sentence writing through storytelling and visual learning.

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## Session 2 - Introduction to Planet Earth

This resource is the companion for the **Book:** [Prickle the Pufferfish](#)

### **Sesson resources:**

**Videos:** Two narrated videos:

- i) *Narrated Storytime Prickle the PufferFish*
- ii) *The Pufferfish Family*

**Ocean World Powerpoint** (basic introduction to Planet Earth)

**Information Sheet 1a:** Ocean World PowerPoint narration for teacher.

**Information Sheet 1b:** Ocean Names and Depths.

### **Learning Focus:**

- Introduction to adaptation of animals for survival
- Introduction to Planet Earth
- Understanding that Earth is approximately 70% water and 30% land
- Naming and identifying the world's oceans
- Beginning to understand ocean depth in a simple, accessible way.

This session introduces **geography** concepts while maintaining the engaging story-led approach that suits Year One learners.

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## Session 3 - Rays, Vocabulary and Literacy

This resource is the companion for the **Book: Ravi the Ray**

### **Sesson resources:**

Videos Two narrated videos :

- i) Ravi the Ray Storytime
- ii) Blue Spotted Rays

Literacy Worksheets x 3

### **Learning Focus:**

Developing ocean vocabulary

Guided discussion using simple questions.

Literacy reinforcemet through structured worksheets.

Building confidence in speaking, listening and early written responses.

This final session consolidates vocabulary, comprehension and discussion skills while deepening children's understand of ocean creatures.

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## The BOOKS

This Teacher's resource is a companion for the books :

**Logan the Lobster: ISBN 9781838064310**

**Prickle the Pufferfish: ISBN 9781838064334**

**Ravi the Ray: ISBN 9781838064358**

**Print** copies available from **Amazon** and major English-language **bookshops worldwide**.

**Ebooks** available from **Amazon**.

## Books for Schools

Special school bulk pricing is available for **UK schools**.

For more information, contact the author, Gloria, at the website <https://barnettauthor.co.uk>

# UK National Curriculum Links

## Year ONE - Session Plans 1, 2 and 3

### **Science**

Pupils should be taught to:

- Identify and name a variety of common animals including.
- Describe and compare the structure of a variety of common animals.

### **English - Spoken Language**

Pupils should be taught to:

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend understanding
- Participate in discussions and presentations

### **English - Writing (Composition)**

Pupils should be taught to:

- Compose a sentence orally before writing
- Write simple sentences
- Re-read writing to check it makes sense.

### **Geography**

Pupils should be taught to:

- Name and locate the world's seven continents and five oceans

### **Art & Design**

Pupils should be taught to:

- Use drawing and colouring to develop and share ideas
-

# National Curriculum - Session Outcomes

## Session ONE - Meet the Ocean Creatures

### Learning Objective

- To identify animals that live in the ocean.
- To describe the basic features of a lobster
- To understand that animals have different body parts.

### Success Criteria

- Name at least three ocean animals
- Identify features of a lobster (claw, shell, tail)
- Say where a lobster lives
- Write one simple sentence about a lobster

## Session TWO - Our Blue Planet

### Learning Objective

- To know that oceans cover most of the Earth
- To name the five oceans
- To understand that a pufferfish lives in the ocean and has adaptations to protect itself.

### Success Criteria

- Name at least two oceans
- Say why Earth is called the 'Blue Planet'
- Explain how a pufferfish protects itself
- Write one simple fact sentence about oceans.

## Session THREE -Literacy & Science Focus

### Learning Objective

- To describe the features of a ray
- To understand how features help animals survive
- To retell a simple story using sequencing language

### Success Criteria

- Describe how a ray moves
- Say where a ray lives (surface or seabed)
- Retell a story using "first, then, next, finally"
- Write 1-3 simple linked sentences about an ocean animal

# Session Plan 1:

## Meet the Ocean Creatures

*(Logan the Lobster – What lives in the oceans?)*

### Session Structure

#### Starter

#### 1. Hook (10 minutes)

Ask:

- Have you ever been to the beach?
- Is ocean water salty or fresh?  
What animals live in the sea?
- **Show Life in the Oceans video**

#### Main Input

#### 2. Storytime (10–15 minutes)

**Watch: Logan the Lobster Storytime Video**

Pause to ask:

- Where does Logan live?
- What colour is he?
- Does he have antennae?

#### 3. Learning Time (10 minutes)

**Watch short real-life Lobsters video**

Discuss:

- Lobsters have hard shells.
- They live on the ocean floor.
- They hide under coral reefs
- They have claws to catch food.

Introduce vocabulary:

- Ocean
- Shell
- Seabed

#### 4. Activity (15–20 minutes)

Colouring sheets:

- Lobster sheet
- Ocean creatures sheets

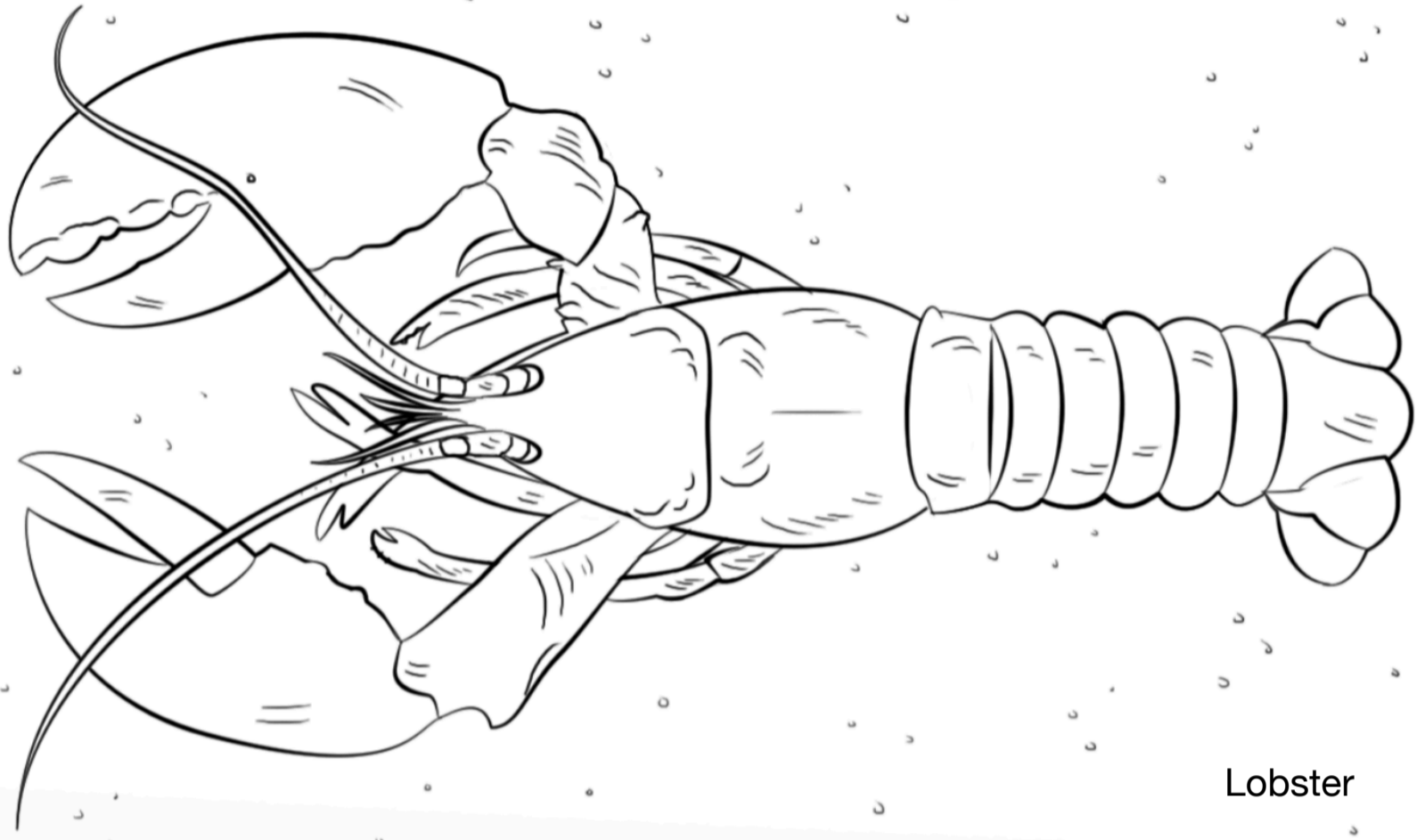
Extension:

- Label body parts (antennae, shell, tail)
- Write one simple sentence:  
“A lobster lives in the ocean.”

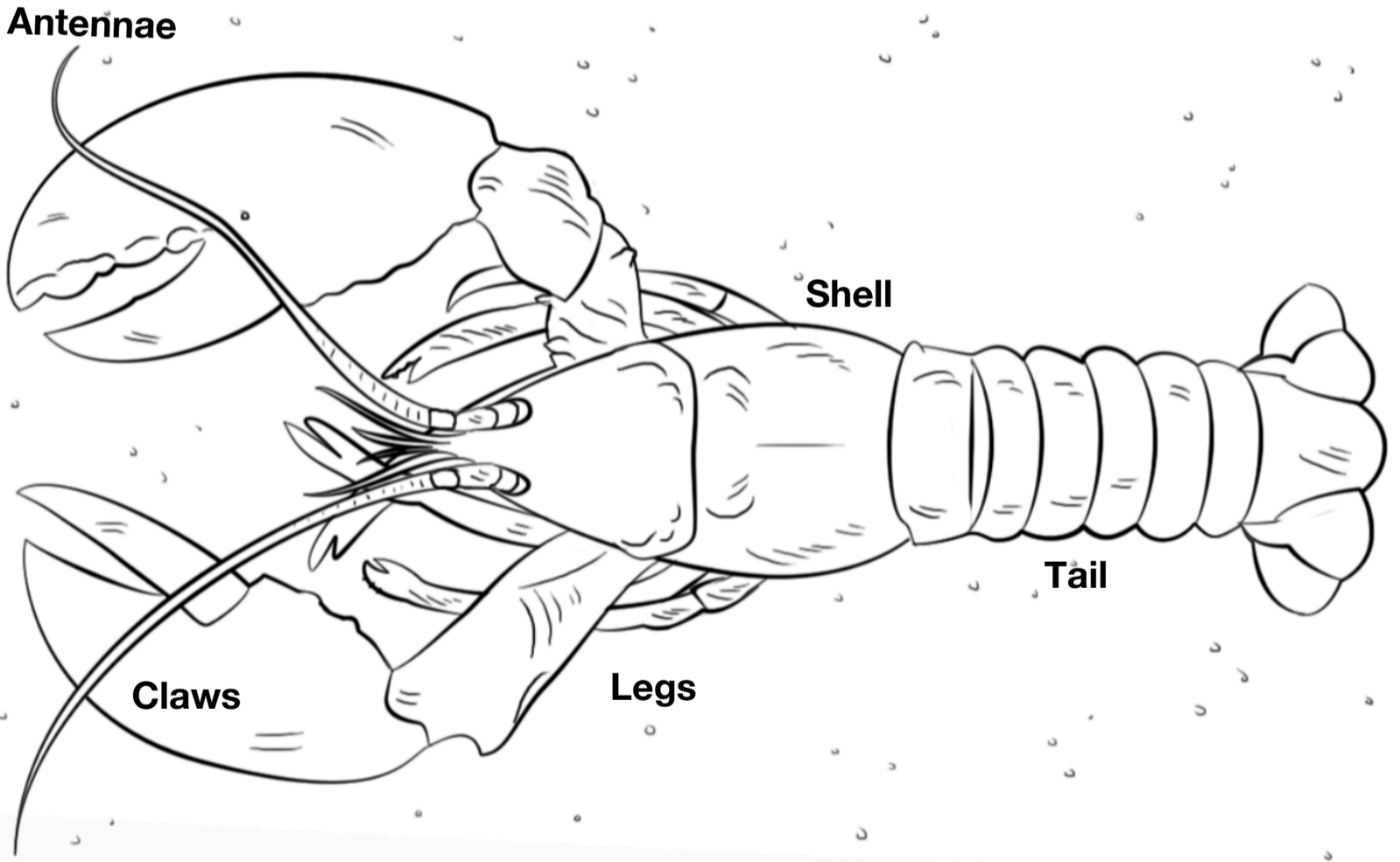
#### 5. Plenary (5 minutes)

Plenary:

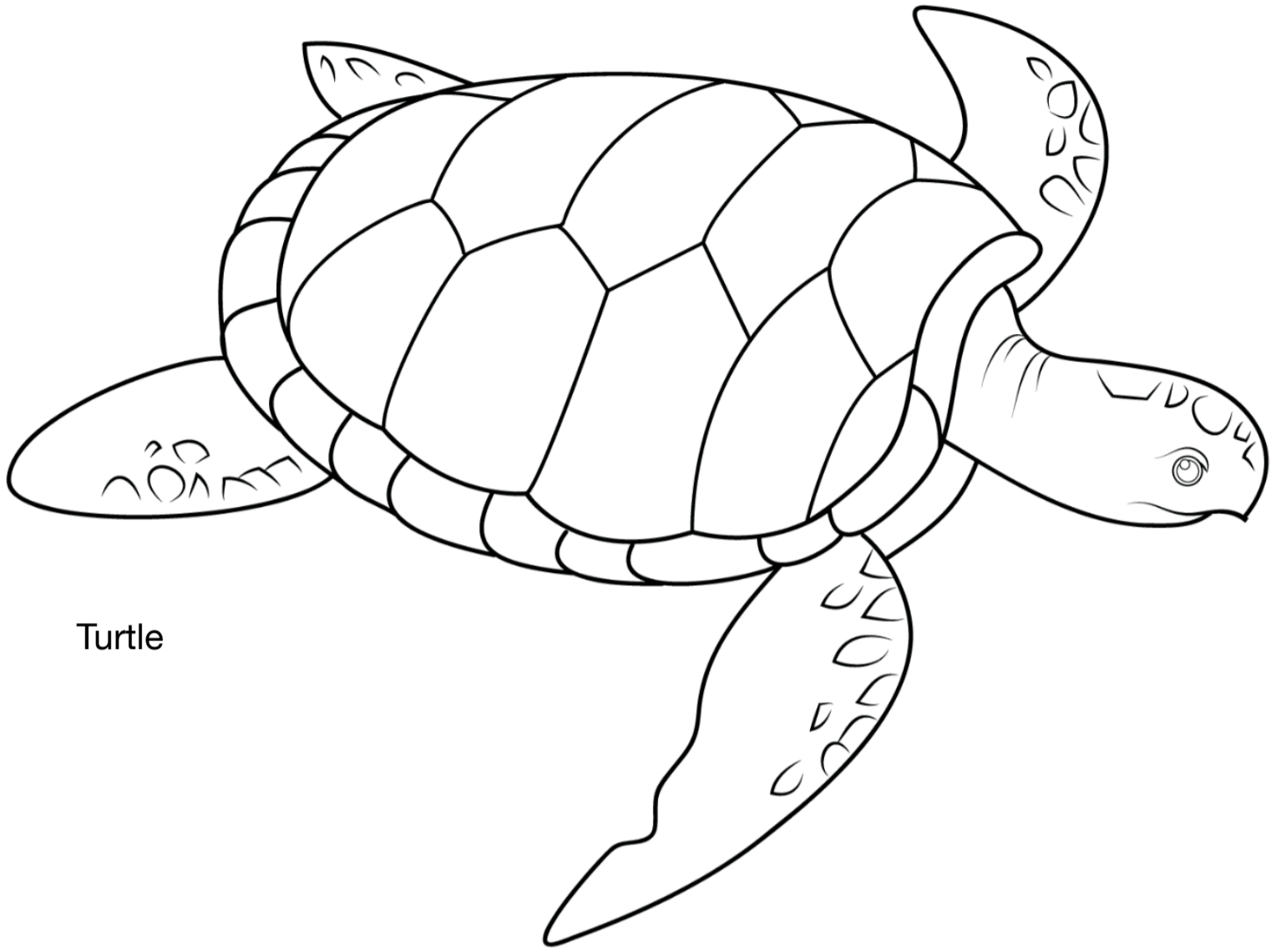
- Name one animal that lives in the ocean.
- What did you learn about lobsters



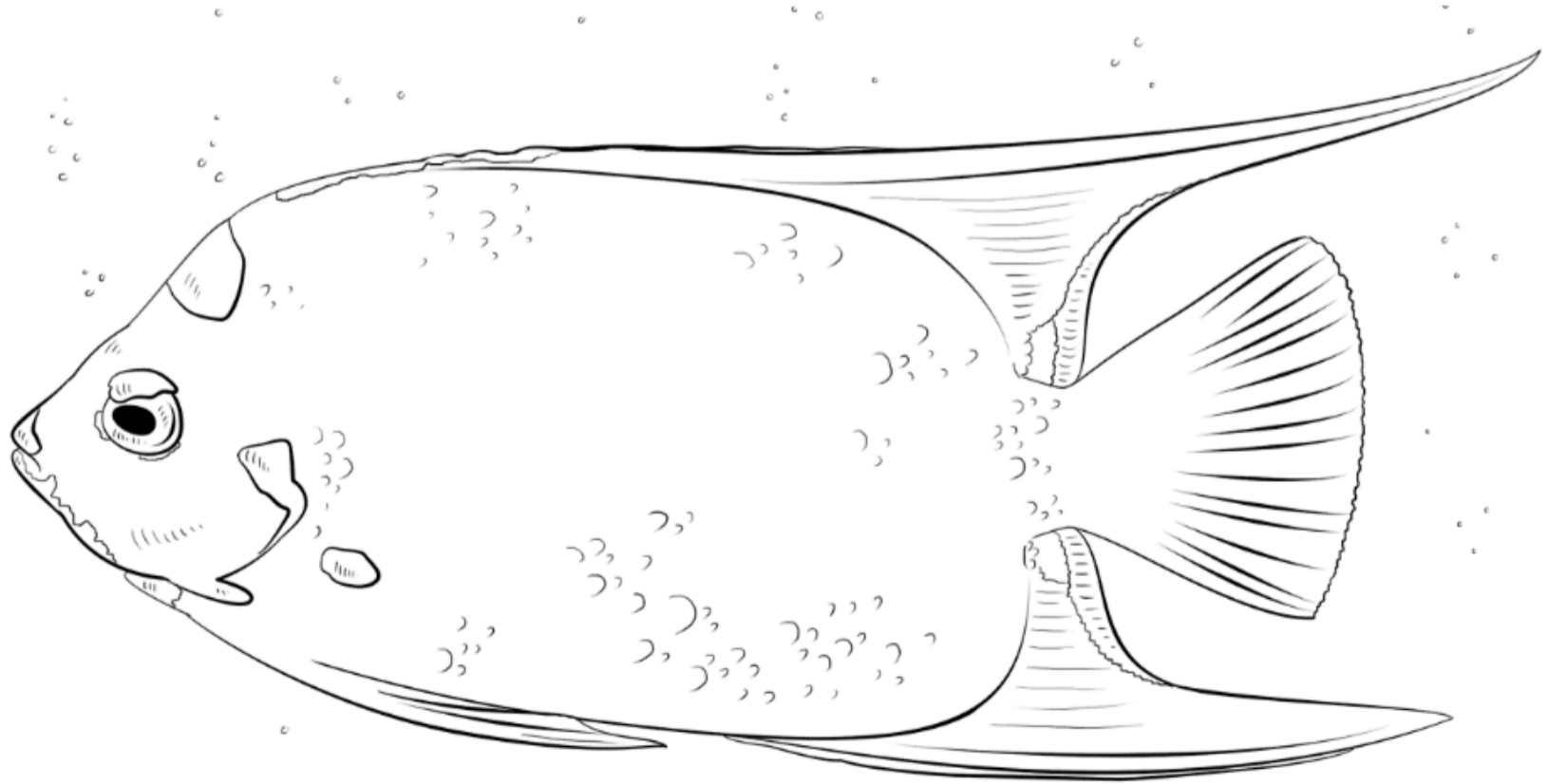
Lobster



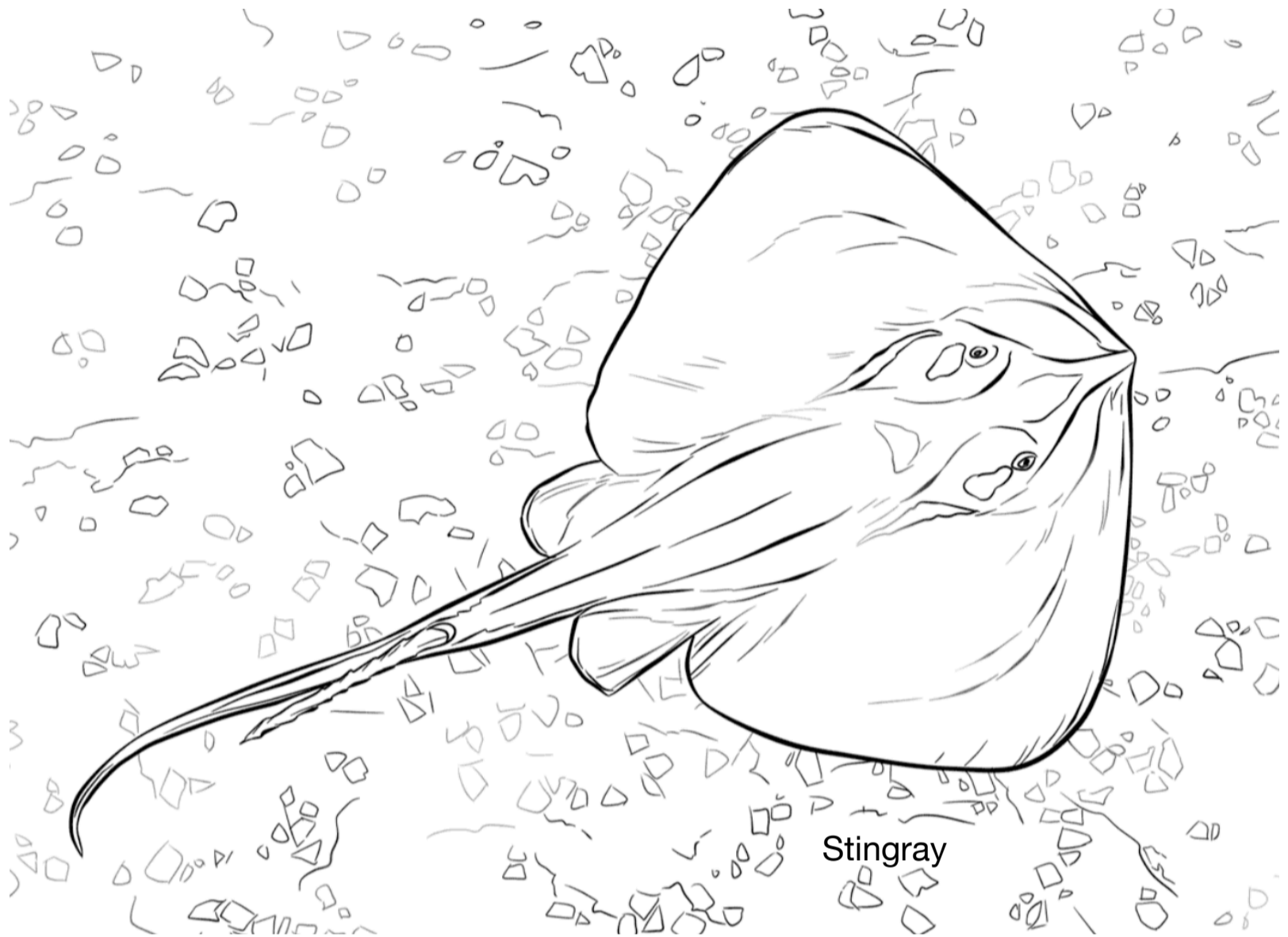
Lobster



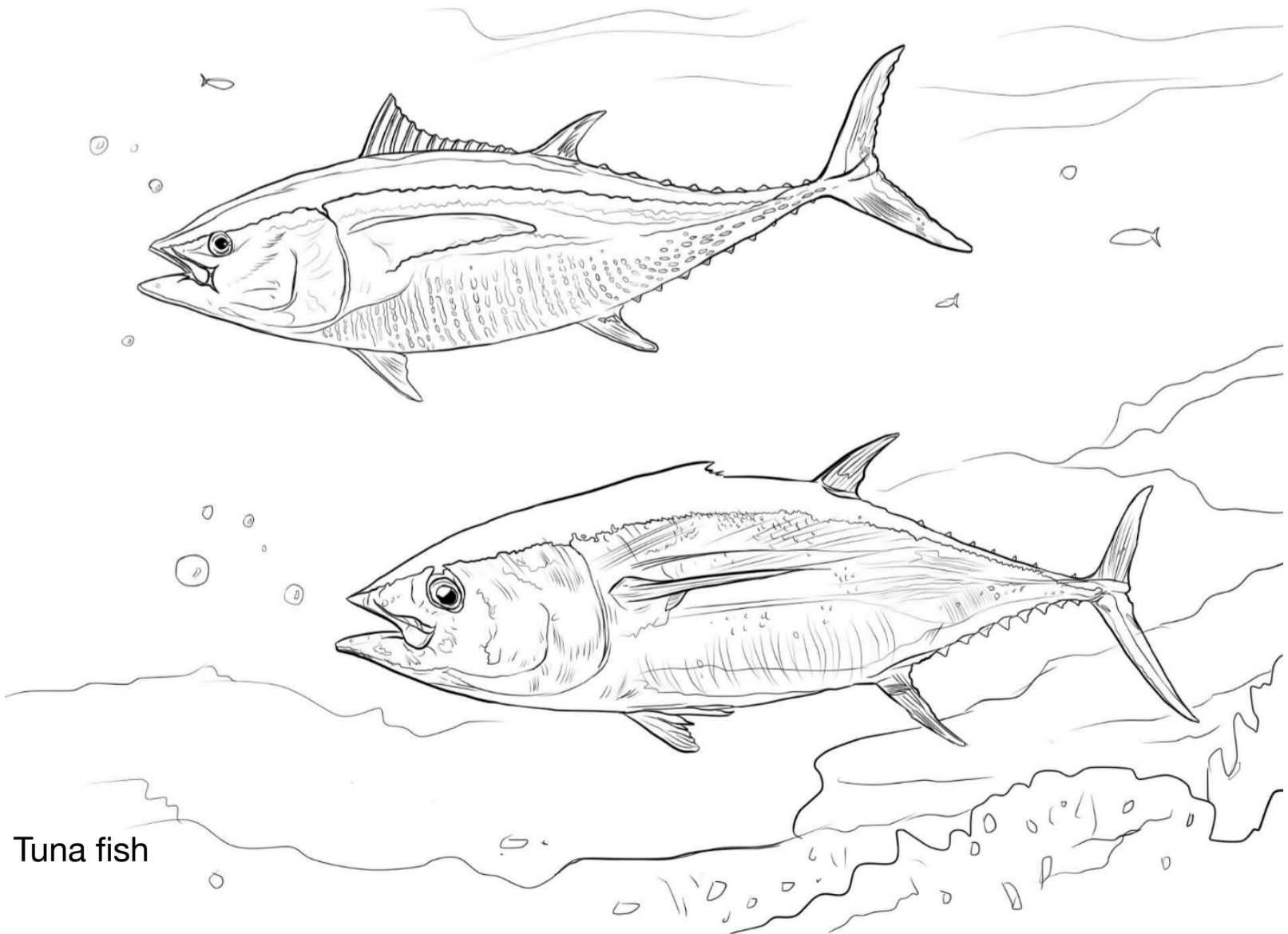
Turtle



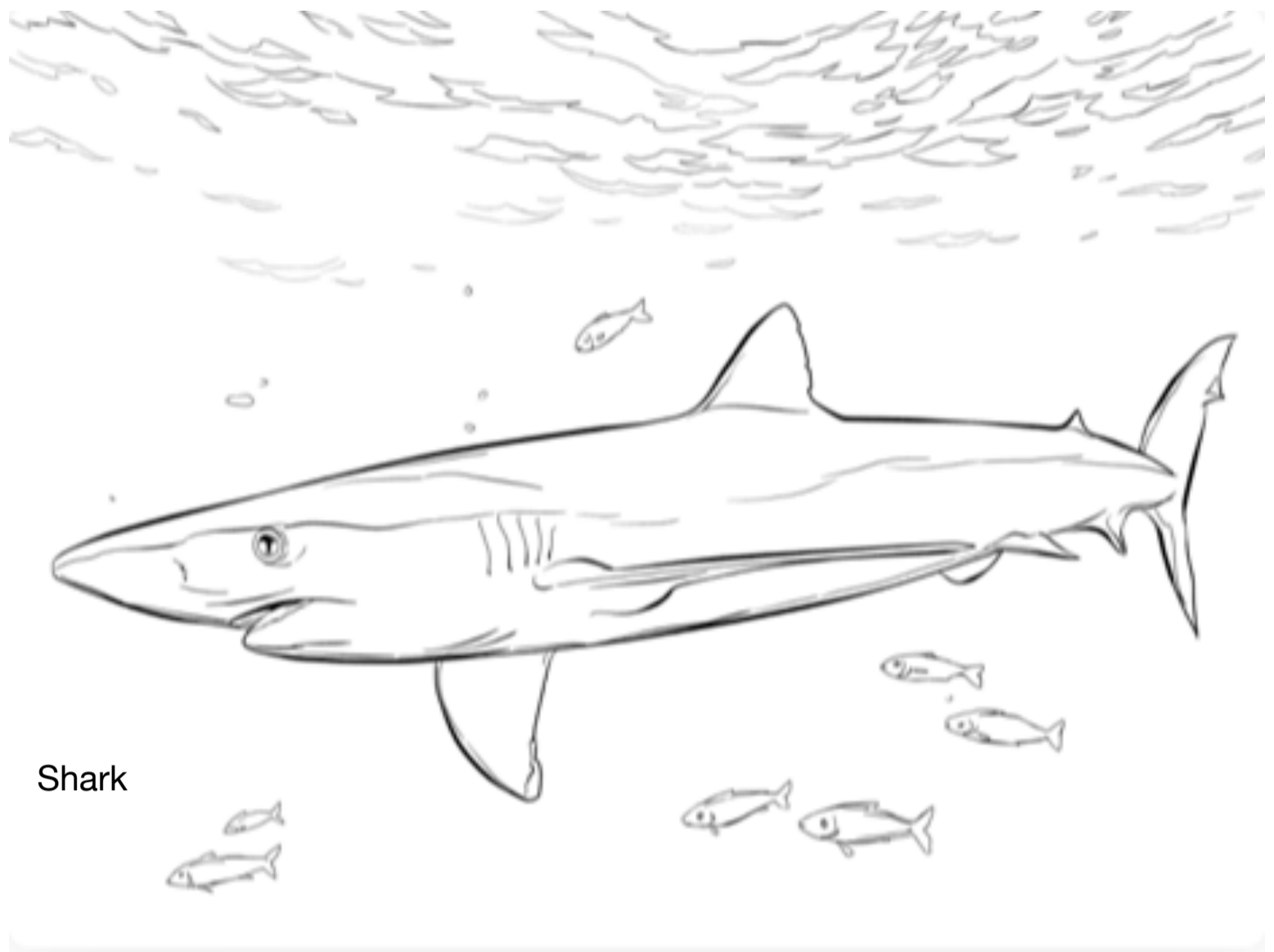
Angelfish



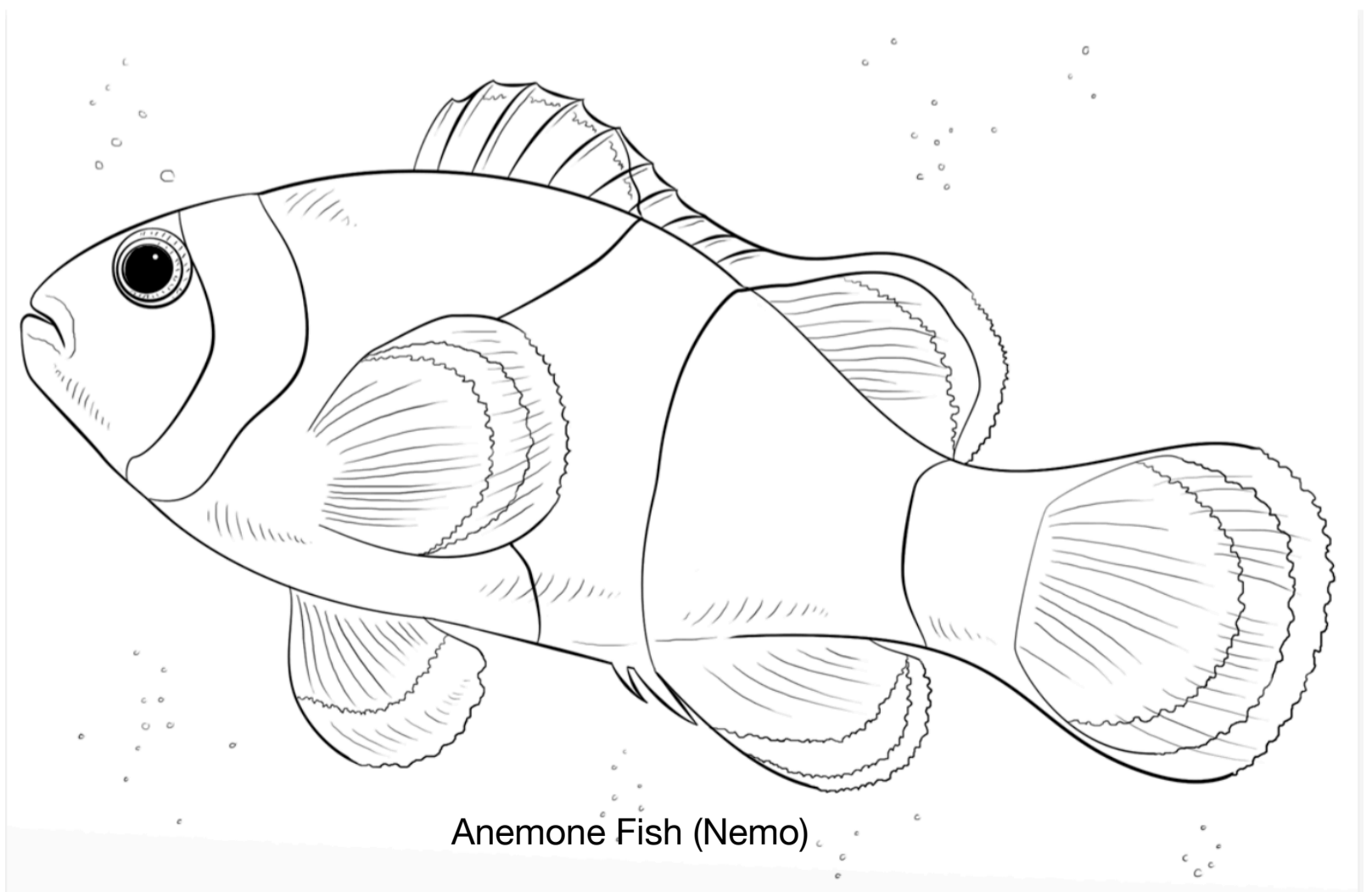
Stingray



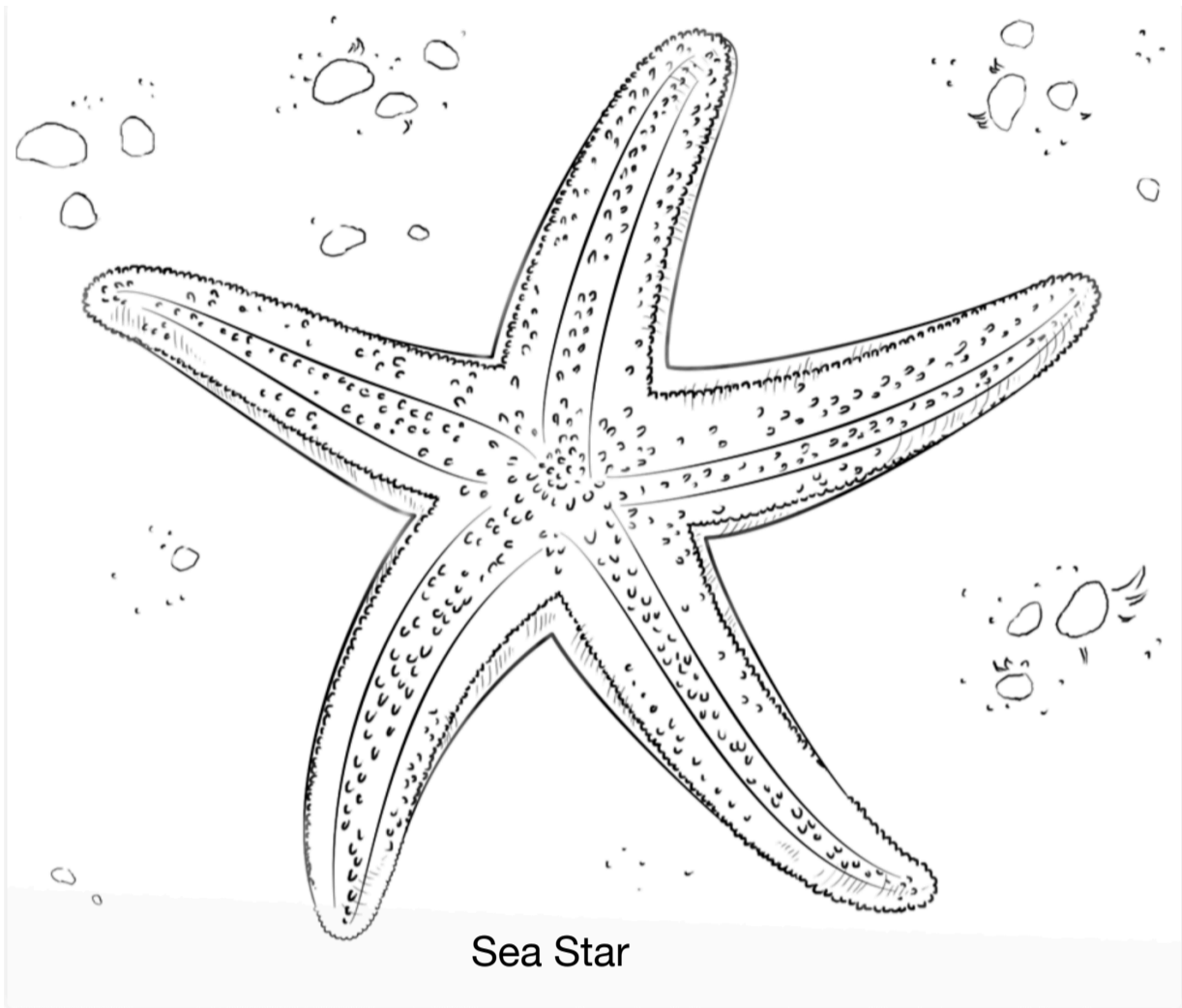
Tuna fish



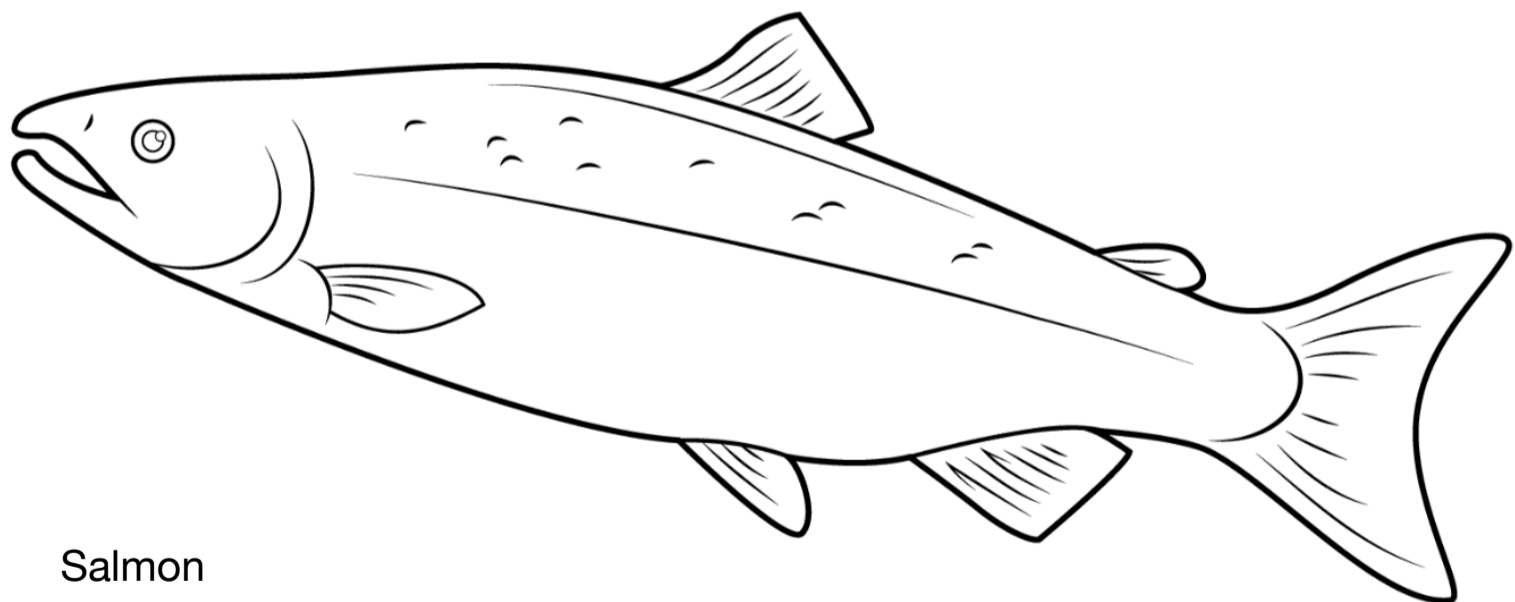
Shark



Anemone Fish (Nemo)



Sea Star



Salmon

## **Session Plan 2:**

*Prickle the Pufferfish + Where are the oceans?*

### **Session Structure**

#### **1. Starter:**

Ask:

- What colour is our planet when you see it from space?
- Why do you think Earth is called the “Blue Planet”?
- Is there more land or more water on Earth?
- Can you name any oceans?

#### **Key Teaching Point:**

Explain that around 70% of the Earth is covered by ocean. That is why Earth is called the Blue Planet.

Introduce vocabulary verbally and display on board: *Ocean Planet Pacific Depth Trench*

### **Main Input**

#### **2. Storytime (10–15 minutes)**

Read book or Watch: *Prickle the Pufferfish Storytime Video*

Pause to ask:

- Where does Prickle live?
- Why does Prickle feel scared?
- Why does a pufferfish puff up?
- Is Prickle a big or small fish?

#### **Teaching Point:**

A pufferfish puffs up to protect itself from predators. Some have spines that stick out when they puff up.

*Show the two images (not puffed / puffed up) and compare.*

### **3. Learning Time (10 minutes)**

*Watch short real-life Pufferfish Family Video*

Discuss:

Pufferfish live in warm ocean waters. They can puff up to protect themselves. Some pufferfish have spines.

### **4. Activity (15–20 minutes)**

*PowerPoint: Ocean World (basic introduction to Planet Earth)*

*Worksheets:*

- 1a. PowerPoint narration for teacher and*
- 1b. Chart of Ocean Names and Explore Ocean Depths*

Discussion points during activity:

70% of Earth is covered by oceans. There are five oceans. The Pacific Ocean covers almost half of the planet (46%). The Mariana Trench is the deepest part of the ocean (11 km deep). Oceans are very deep and still being explored.

#### **Extension:**

Label the five oceans on a world map.

Write one simple sentence:

“The Pacific Ocean is the largest ocean.”  
or “Oceans cover most of the Earth.”

#### **Plenary**

Tell me a fact about oceans?

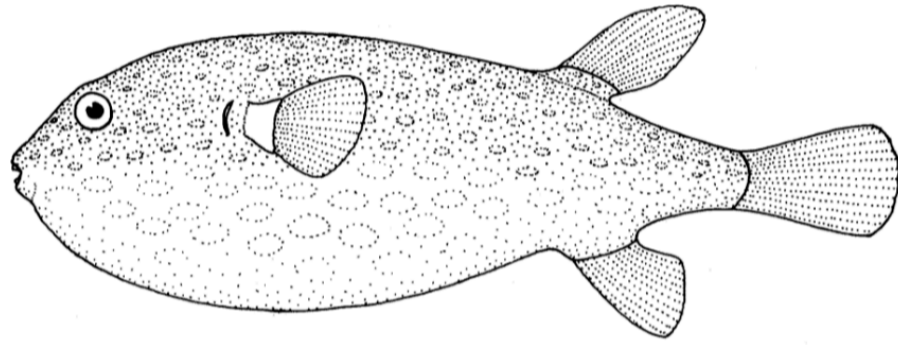
Name two animals that live in the ocean

What did you learn about pufferfish? **Quick**

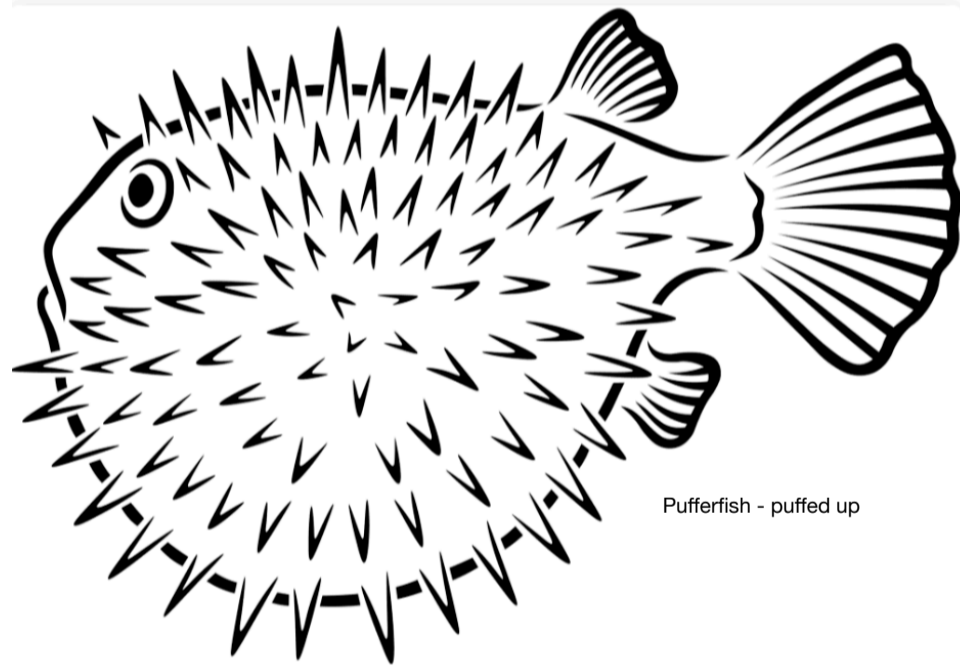
#### **thumbs up/down check:**

‘Is there more land than water on Earth?’

‘Does a pufferfish puff up when it is happy?’



Pufferfish - not puffed up



Pufferfish - puffed up



# Ocean World

# Planet Earth



What makes  
our planet so  
blue ?

# More water than land?



# Pacific Ocean

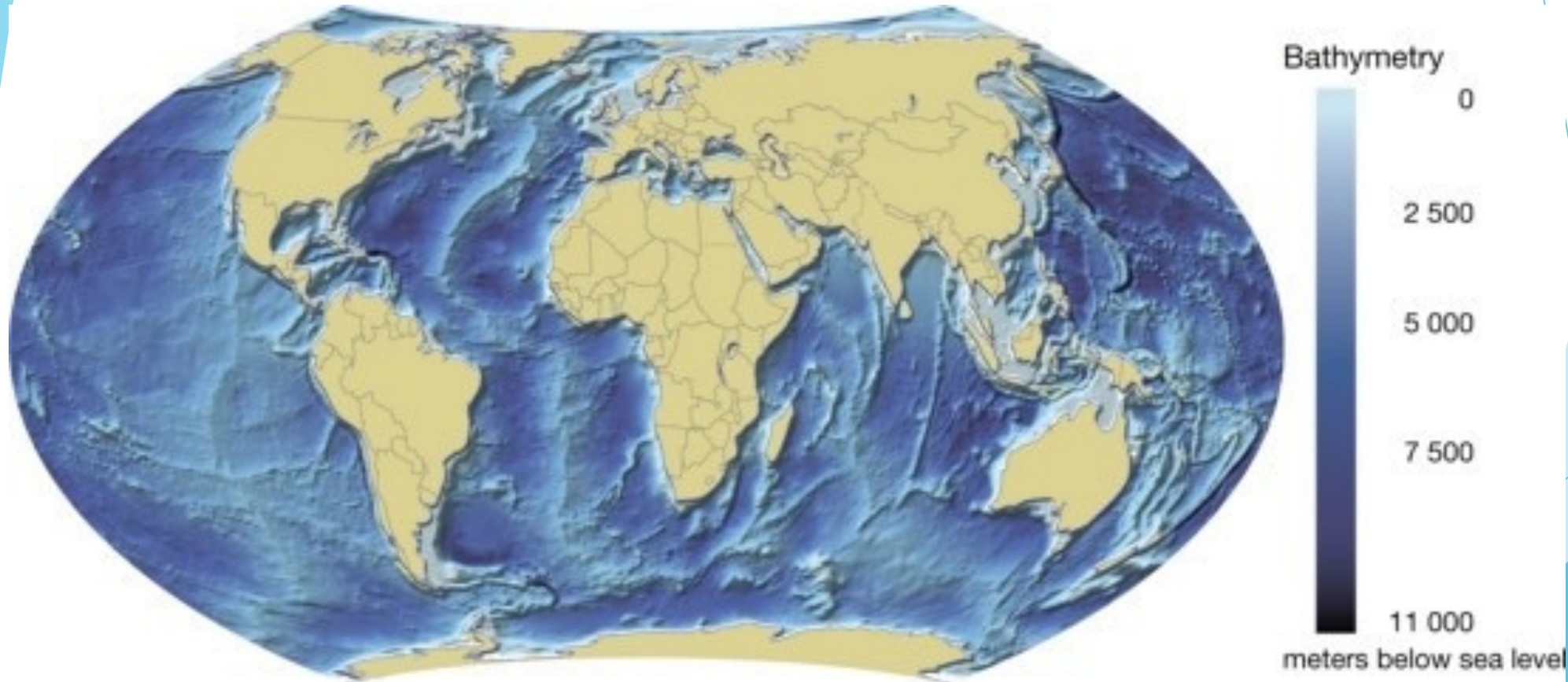


The Pacific is the largest ocean on our planet and covers 46% of the Earth's surface.

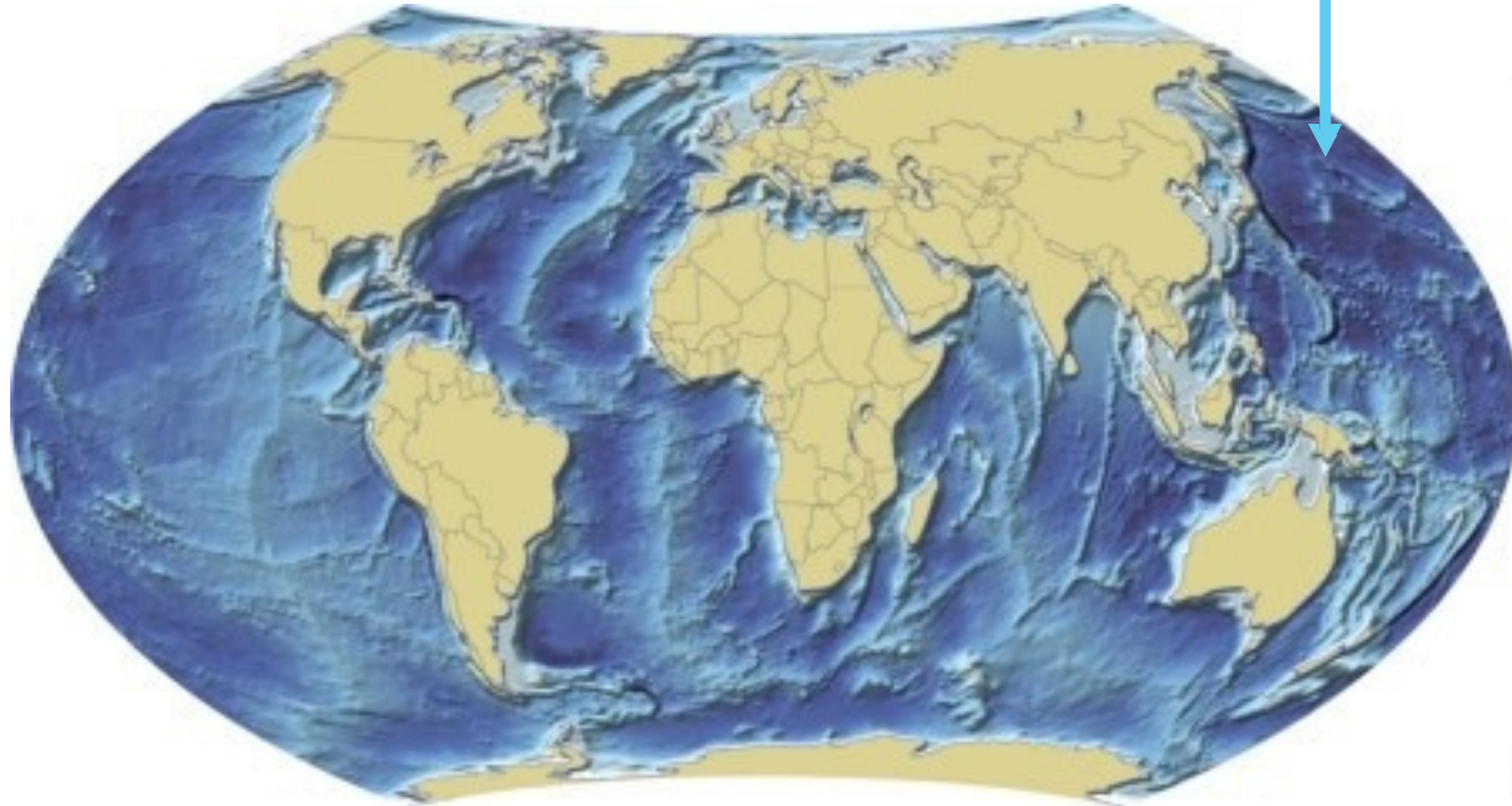
70% of the Earth is Ocean  
30% is Land



The darkest blue shows the deeper parts of the ocean



The deepest ocean is at 11 km down – at the Mariana Trench



## Key Fact

So far humans have found over 15,000 species of fish in the ocean, more than 210,000 of all marine species (fish, reptiles, mammals, birds) ... and we believe there are between 2 and 10 million yet to be found.

© Ocean World

Educational Materials prepared by

[www.footprinttothefuture.co.uk](http://www.footprinttothefuture.co.uk)

**Narration for Activity 1 - Powerpoint****Slide 1****Title**

Photo shows two *masked butterfly fish* from the Red Sea in Egypt. These fish mate for life and always swim close together.

**Slide 2****What makes our planet so blue?**

Planet Earth – photo taken by astronauts whilst on their journey to the moon in Apollo 17 in December 1972. Our Earth is shaped like a beach ball – round but flattened at the top and bottom. The blue is the water. White is clouds. Green is land.

**Slide 3****More water than land?**

A diagram of a 'flat' Earth shows all the continents and all the oceans which make up the surface of our Planet. The Pacific has been split in half in order to lay out the Earth diagram as a flat surface. The image shows all the continents (land) at one time. The five main Oceans: Pacific, Indian, Atlantic, Arctic and Southern Oceans are sometimes called "The World Ocean" as the water droplets travel freely between the different oceans.

**Slide 4**

Seventy per cent of the surface of the Earth is Ocean - thirty per cent is land

Differentiate for children - do they know about percentages?

ASK: How much water in the Pacific? (this is disguised due to the map of the world being sliced through the Pacific Ocean and shown at both sides (both East and West), and therefore is more difficult to judge.) Answer on next slide.

**Slide 5****The Pacific is the largest ocean on our planet. How much of the surface does it cover?**

Photo taken from a satellite in space. The Pacific is the largest ocean on Earth and covers nearly one-half of the whole planet. How much of the surface does it cover?

**Slide 6****The Pacific Ocean takes up almost half of the planet.**

Forty six per cent. You can just see a bit of Australia (bottom left), the Islands of New Zealand (right of Australia), some Pacific Islands (dotted around the middle) and a bit of the USA (at the top right.)

**Question:** If the Pacific takes up forty six per cent, what percentage of the Earth do all the other Oceans make up? **Answer:** The Atlantic Ocean, Indian Ocean, Arctic and Southern Ocean make up 24%.

**Slide 7**

**Question:** Which bits of the World Ocean do you think is the deepest?

**Slide 8****The deepest part is at 11 km down in the Mariana Trench.**

The deepest part of the World Ocean is in the North Pacific (top right of the diagram) in the Mariana Trench. At that point, it is eleven kilometres down from the surface to the sea bed. It is further to go to the depths of the Ocean, than it is to climb Mount Everest, which is the highest point on land, standing at eight kilometres above the surface of the water.

**Question:** Why is it important to humans that two-thirds (66%) of the Earth is more than 100 metres deep? **Answer:** Think about how difficult it is for humans to explore the underwater world beyond scuba diving at 30 metres down.

**Slide 9**

Key Fact - how many fish and other animals have we found so far that live in the oceans?

# The World Oceans

|                       | <b>Average Depth (Metres)</b> | <b>Deepest</b>     | <b>Depth (metres)</b> |
|-----------------------|-------------------------------|--------------------|-----------------------|
| <b>Arctic Ocean</b>   | 1,038                         | Eurasian Basin     | 5,450                 |
| <b>Atlantic Ocean</b> | 3,735                         | Puerto Rico Trench | 7,725                 |
| <b>Indian Ocean</b>   | 3,883                         | Java Trench        | 8,648                 |
| <b>Pacific Ocean</b>  | 4,187                         | Mariana Trench     | 11,034                |



# Session Plan 3:

## Ocean Discovery & Storytelling

(*Ravi the Ray*– Literacy & Science  
focus) **Session Structure**

### Starter (5–10 minutes)

Quick oral recap:

Ask:

- Can you name five oceans?
- Can you name two sea animals we have learned about?
- Where do some animals live in the ocean (surface or seabed)?

Introduce today's focus:

"Today we are meeting a new ocean animal and becoming ocean storytellers."

### Main Teaching Input (15 minutes)

Watch *Ravi the Ray Storytime*.

Pause at key points to ask:

- Where does Ravi live?
- How does he move?
- What does he look like?
- Is he fast or slow?

After story, watch short *Blue Spotted Rays* video clip.

Discuss real-life features:

- Rays are flat.
- They glide through the water.
- They live near the seabed.
- They have fins that look like wings.

Clarify misconception:

Rays are not the same as sharks, although related.

### Guided Practice (10–15 minutes)

Story Retelling (Oral)

In pairs, children:

- Retell beginning, middle, end.
- Use sequencing language:
  - First
  - Then

- Next
- Finally

Model a simple retell on board:

"First, Ravi swam near the seabed.  
Then he glided past rocks.  
Finally, he found food."

Support children in rehearsing sentences aloud before writing.

### Independent Activity (20–25 minutes)

#### Writing Focus using literacy sheets

Children write sentences about Ravi or their own ocean animal.

Sentence stems provided or use:

"My animal is a \_\_\_\_\_."  
"It lives in the \_\_\_\_\_ ocean."  
"It has \_\_\_\_\_ to help it \_\_\_\_\_."

Greater Depth:

Explain adaptation:

"It has flat fins to help it glide."

#### Extension (Use photocopies from the *Fishy Tales Books*)

- Sequence story pictures.
- Match captions to events.
- Draw and label a sea creature

#### Differentiation

Support:

- Word bank.
- Adult scribing.
- Tracing sentence starters.

Core:

- Independent sentence writing.

Greater Depth:

- Two or more linked sentences.
- Use sequencing words independently.

### Plenary (10 minutes)

BIG Question:

"If the ocean is the largest environment on Earth — why do we know so little about it?"

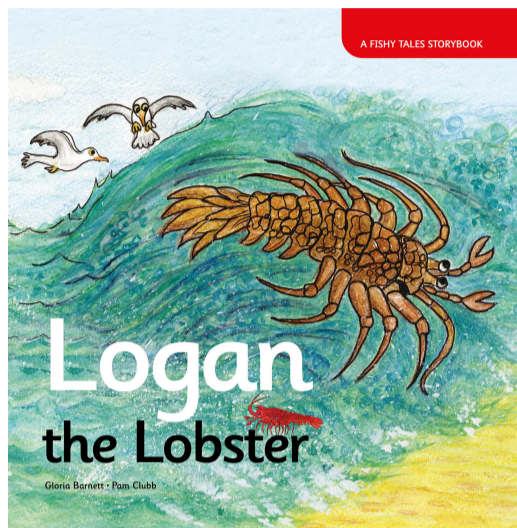
Ask:

- Could animals like Ravi live somewhere very deep?
- Why might it be hard for humans to visit them?

Children share improved answers compared to Session 1.

# Gloria Barnett

## The Fishy Tales Storybooks



## KS1 Literacy Challenges

### Spelling and Sentences

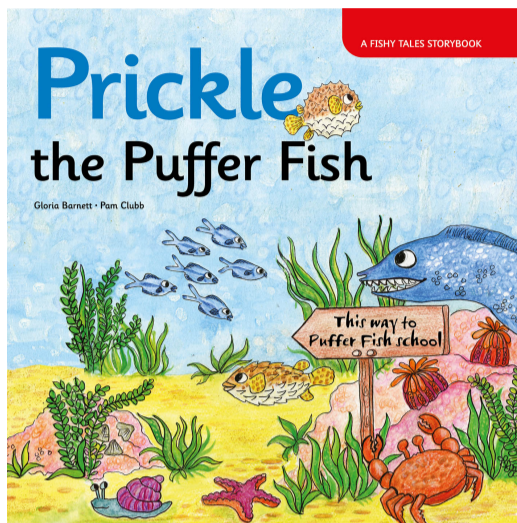


### Choose a word to fill in the blank:

1. Logan the Lobster was a very \_\_\_\_\_ lobster.
2. Logan was playing when a big \_\_\_\_\_ washed him out of the sea.
3. The \_\_\_\_\_ was shining.
4. Logan got so \_\_\_\_\_ he felt \_\_\_\_\_.
5. He was the only \_\_\_\_\_ lobster in the sea!
6. Choose a word from the box - and write a sentence which includes that word.
7. How many words begin with s?      How many words begin with b?
8. What do the words courage, crawl, cry and calm have in common?
9. How many describing words are there?
10. Now learn to spell the words and tell your teacher or partner what the words mean.

# Gloria Barnett

## The Fishy Tales Storybooks



## KS1 Literacy Challenges, Spelling and Sentences

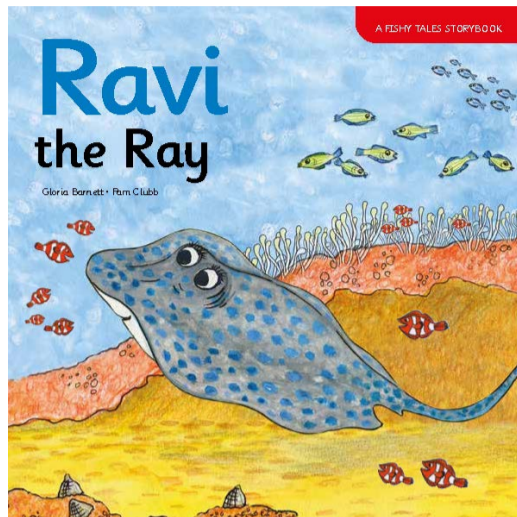
Spiky scary WARM sea CORAL  
 wriggle enormous secret REEF  
 weapon SCUTTLING BIG small  
 hunting hiding SHARP TEETH  
 scared Prickly Spines FIERCE  
 Brave frightened HUGE  
 GIGANTIC Science stuff

### Choose a word to fill in the blank:

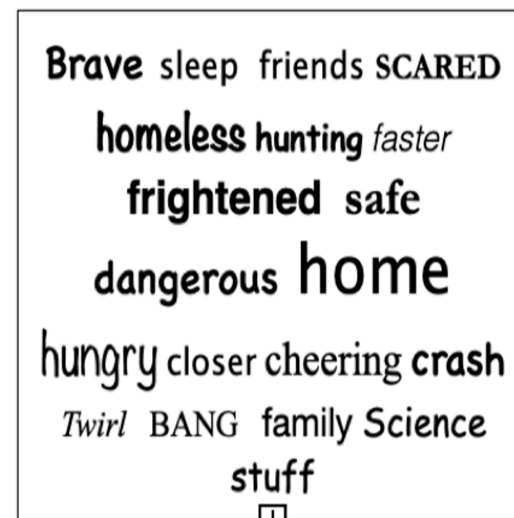
1. Prickle the Pufferfish was covered in spiky, sharp \_\_\_\_\_ all over her skin.
2. Prickle lived amongst the beautiful coral in the \_\_\_\_\_ blue sea.
3. She was scared of \_\_\_\_\_ fish.
4. She didn't want to be eaten by a big fish with sharp \_\_\_\_\_.
5. She had to be \_\_\_\_\_ and frighten the big fish away.
6. Now choose a word from the box - and write a sentence which includes that word.
7. How many words in the box begin with h?
8. How many words in the box begin with f?
9. Which creatures were described as wriggly?
10. Now learn to spell the words and tell your teacher or partner what the words mean.

# Gloria Barnett

## The Fishy Tales



### KS1 Literacy Challenges, Spelling and Sentences



#### Choose a word to fill in the blank:

1. Ravi was tired after a busy night \_\_\_\_\_ for food.
2. The sudden light from the camera \_\_\_\_\_ him.
3. I've always been alone, and I've never had a \_\_\_\_\_ of my own.
4. Ravi was so tired he closed his eyes and went to \_\_\_\_\_
5. Now he had \_\_\_\_\_ .
6. Choose a word from the box - and write a sentence which includes that word.
7. How many words in the box begin with f?
8. How many words in the box begin with h?
9. Why did Ravi decide to live in the hole under the coral reef? Discuss.
10. Now learn to spell the words and tell your teacher or class partner what the words mean.

# Session ONE

## AfL - Inclusion - Reflection

### Logan the Lobster

### Science Focus - Features and Habitat

#### Assessment for Learning (AfL)

##### During the Lesson

##### Questioning

- Can pupils name the animal (lobster)?
- Can they identify key body parts (claws, shell, legs)?
- Can they say where Logan lives? (seabed/ocean)

##### Observation

- Are pupils using new vocabulary (habitat, seabed, shell)?
- Can they explain what claws are used for?
- Do they understand that a shell protects the lobster?

##### Independent Work Check

- Does the drawing include correct features?
- Is the sentence meaningful and linked to survival?
- Can pupils explain their sentence orally?

##### End-of-Lesson Indicators

##### Working Towards:

- Names the lobster and one feature.

##### Expected:

- Names two or more features.
- Explains simply how claws or shell help survival.

##### Greater Depth:

- Uses vocabulary independently.
- Explains adaptation clearly (e.g. “The shell protects Logan from predators.”)

#### Inclusion

##### SEND Support

- Pre-drawn lobster outline to label.
- Word bank with pictures.
- Adult modelling of sentence orally before writing.
- Sentence stem support:
  - “Logan has \_\_\_\_\_ to help him \_\_\_\_\_.”

##### EAL Support

- Visual vocabulary cards.
- Repetition and choral speaking.
- Use of gestures to demonstrate “claws” and “protect.”
- Partner talk before writing.

##### Greater Depth Extension

- Compare lobster to another animal studied.
- Explain how living on the seabed helps survival.

#### Teacher Reflection (Post Lesson)

##### What went well:

- Were pupils engaged with the story?
- Did they grasp the idea of protection and survival?
- Was vocabulary retained?

##### What needs adapting:

- Did pupils confuse lobsters with crabs?
- Did children struggle with writing independently?

##### Next Steps:

- Reinforce concept of habitat in next lesson.
- Continue building understanding of adaptation.
- Provide extra vocabulary rehearsal if needed.

# Session TWO

## AfL – Inclusion – Reflection

Prickle the Pufferfish – Exploring Our Blue Planet  
Science Focus – Oceans, Habitat & Protection

## Assessment for Learning (AfL)

### During the Lesson

#### Questioning

- Why is Earth called the “Blue Planet”?
- Is there more land or more water on Earth?
- What percentage of Earth is covered by ocean? (70%)
- Can pupils name any of the five oceans?
- Which ocean is the largest? (Pacific)
- Where does Prickle live?
- Why does a pufferfish puff up?
- What does “protect” mean?
- What is a trench?

#### Observation

- Are pupils using key vocabulary:
  - ocean
  - planet
  - Pacific
  - protect
  - depth
  - trench
  - predator
- Do pupils understand that oceans cover most of Earth?
- Can they link pufferfish to warm ocean habitats?
- Do they understand puffing up is for protection?
- Are pupils beginning to understand that oceans are very deep and still being explored?

## Independent Work Check

Look for:

- Accurate labelling of oceans on map (if completed).
- Recognition that there are five main oceans.
- Sentence linked clearly to scientific learning.  
Examples:
  - “Oceans cover most of the Earth.”
  - “The Pacific Ocean is the largest ocean.”
  - “Prickle lives in the ocean.”
- Is vocabulary used correctly?
- Can the child explain their sentence orally?

## End-of-Lesson Indicators

## Working Towards

- Knows Earth has oceans.
- Names one ocean.
- Knows pufferfish live in the ocean.

## Expected

- Knows that most of Earth (70%) is covered by ocean.
- Names at least two of the five oceans.
- Explains simply how a pufferfish protects itself.
- Writes one clear sentence linked to learning.

## Greater Depth

- Names all five oceans.
- Explains that the Pacific Ocean is the largest.
- Understands that oceans have great depth (e.g., Mariana Trench).
- Writes two linked sentences using “because.”

Example:

“The Pacific Ocean is the largest because it covers almost half of the Earth.”

## Inclusion

## SEND Support

- Word bank with visuals (Ocean, Pacific, Protect, Depth).
- Pre-labelled or partially labelled world map.
- Sentence stems:
  - “Earth is called the Blue Planet because \_\_\_\_\_.”
  - “Oceans cover \_\_\_\_\_ of the Earth.”
  - “Prickle lives in the \_\_\_\_\_.”
- Adult scribing where needed.
- Focus on one clear factual sentence.

## EAL Support

- Picture vocabulary cards.
- Repetition and choral speaking of key terms.
- Model full sentences orally before writing.
- Partner talk before independent task.
- Use gestures for “big,” “deep,” and “protect.”

## Greater Depth Extension

- Compare two oceans (size or depth).
- Explain why oceans are important for animals.
- Write two linked sentences using “because.”
- Ask:
  - “Why might deep oceans be harder to explore?”

## Session THREE

### AfL - Inclusion - Reflection

#### ***Ravi the Ray***

#### ***(English Focus – Story Retelling & Description / Science Link – Animal Features & Habitat)***

#### Assessment for Learning (AfL)

##### During the Lesson

##### Questioning (Whole Class & Guided Discussion)

- Can pupils name the animal (ray)?
- Can they describe what Ravi looks like?
- Where does Ravi live? (near the seabed)
- How does Ravi move? (glides with fins)
- What makes a ray different from a fish like Prickle?

##### Listen for:

- Use of vocabulary (glide, seabed, fins, habitat)
- Understanding of sequencing language (first, then, next, finally)

##### Oral Retelling (Partner Work)

Observe whether pupils can:

- Retell beginning, middle, end.
- Use simple time connectives.
- Recall key events without heavy prompting.

##### Independent Writing Check

Look for:

##### Working Towards:

- Writes a simple sentence.
- Names the ray.
- Identifies one feature.

##### Expected:

- Writes 1–2 clear sentences.
- Describes at least one feature.
- Mentions habitat (ocean/seabed).

##### Greater Depth:

- Uses sequencing language independently.
- Explains how a feature helps survival.
- Links story to real-life ray facts.
- 

#### End-of-Lesson Assessment Indicators

By the end of Session 3, most pupils should be able to:

Retell key events from the story.

Describe at least two features of a ray.

Write one or more simple sentences.

Explain simply how Ravi survives in the ocean.

Record as:

WT | EX | GD

#### Inclusion

##### **SEND Support**

- Visual sequencing cards (beginning–middle–end).
- Pre-written sentence starters:
  - “Ravi is a \_\_\_\_\_.”
  - “He lives in the \_\_\_\_\_.”
  - “He has \_\_\_\_\_ to help him \_\_\_\_\_.”
- Adult support with oral rehearsal before writing.
- Reduced writing expectation (focus on one clear sentence).
- Option to draw and label instead of extended writing.

##### **EAL Support**

- Pre-teach key vocabulary with pictures.
- Use gestures to demonstrate “glide.”
- Model oral sentences and repeat together.
- Encourage talk partner discussion before writing.
- Provide dual-language word bank if available.

##### **Greater Depth Extension**

- Compare Ravi to Logan or Prickle:
  - “How are they different?”
- Explain why living near the seabed might help survival.
- Write two or more linked sentences using “because.”
- Use the word “adapt” accurately.

Example:

“Ravi has wide fins because they help him glide across the seabed.”

#### Teacher Reflection (Post Lesson)

##### **What Went Well**

- Were pupils engaged with storytelling?
- Did most pupils successfully retell the sequence?
- Did children begin to explain adaptation independently?
- Was vocabulary used accurately?

##### **What Needs Adapting**

- Did pupils struggle with sequencing language?
- Was writing stamina an issue?
- Did children confuse rays with sharks or other fish?
- Was the link between story and real-life science clear?

##### **Next Steps**

- Reinforce sequencing language in next literacy session.
- Continue building understanding of adaptation.
- Revisit ocean depth to prepare for exploration theme.
- Provide extra modelling for extended sentence writing if needed.

#### Progression Check (Sessions 1–3)

##### By this point in the unit, pupils should now:

- Name the five oceans.
- Identify three ocean animals.
- Describe physical features.
- Recognise simple adaptations.
- Retell a simple narrative.
- Write basic descriptive sentences.
- Session 3 strengthens:
  - Literacy skills:
  - Scientific explanation:
  - Vocabulary confidence,
  - Enquiry-based thinking

# Ocean Adventures

## Year ONE

### Video Resources

OCEAN ADVENTURES - Year One - Lesson 1 - Logan the Lobster

Life in the Oceans Video:

<https://youtu.be/7yZoKEVzSZ8>

Logan the Lobster Narrated Storytime.

<https://youtu.be/wpW2QY2oRCA>

Real life: Lobster hiding in the Coral

<https://youtu.be/nnojcgYpKYA>

OCEAN ADVENTURES - Year One - Lesson 2 - Prickle the Pufferfish

Prickle the Pufferfish Narrated Storytime

<https://youtu.be/eshFnA00j3I>

Real Life: The Pufferfish Family

<https://youtu.be/ysv0gl7J7RA>

OCEAN ADVENTURES - Year One - Lesson 3 - Ravi the Ray

Ravi the Ray Narrated Storytime

<https://youtu.be/TKIExpomDEo>

Real Life: Blue Spotted Ray

<https://youtu.be/tYTszXXdy2U>



The Ocean Adventures Teachers' Resource is the companion for the Books:

## The BOOKS

Logan the Lobster: ISBN 9781838064310

Prickle the Pufferfish: ISBN 9781838064334

Ravi the Ray: ISBN 9781838064358

Print copies available from Amazon and major English-language bookshops worldwide.  
Ebooks available from Amazon.

## Books for Schools

Special school bulk pricing is available for UK schools.

For more information, contact the author, Gloria, at the website <https://barnettauthor.co.uk>