


<p><u>Personal Social and Emotional Development</u></p> <ul style="list-style-type: none"> • To express their feelings and consider the feelings of others. Narrate what was kind and consider the behaviours seen in class and outside. • Show resilience and perseverance in the face of challenge - To develop problem solving skills showing mistakes and how to overcome them. • Recognition of personal achievements. Opportunities for children to tell each other about their work - reflect and self evaluate. • To identify and moderate their own feelings socially and emotionally - give children strategies for staying calm and talking about why we take turns, wait politely and tidy up after ourselves. 	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • To use new vocabulary throughout the day. Adults to model words and phrases relevant to under the sea and sea creatures and children to use it correctly when talking about these topics. • To ask questions to find out more and to check children's understanding of what has been said to them. - Model questions such as "I wonder why this jellyfish is so dangerous?" To prompt responses such as "It has poison in its tentacles." • To articulate their ideas and thoughts in well formed sentences - use complete sentences in everyday talk. Help children to build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. • To listen carefully to rhymes and songs, paying attention to how they sound - notice how some words sound and recognise rhyming words • To engage in non fiction books - Read aloud non fiction books that will extend their knowledge of the world and illustrate a current topic. (sea creatures) 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • To participate in coach lead P.E sessions with Mr Hamilton and the Tag Rugby coach to develop fundamental movements skills. • To provide a choice of open ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. • To develop their small motor skills so that they can use a range of tools competently, safely and confidently such as pencils, paintbrushes, scissors to support achieving a goal set. • Children to develop core strength and stability they need to support their small motor skills. Encourage and model tummy - crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars and ropes. (animal positions and daily trim trail use in outdoor areas) 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • T4W - Little Tug • To learn, perform and produce writing based on our Talk for Writing story - Little Tug • To write a non fiction - information piece of writing about a sea creature. • Phonics units - 10 (ccvcc words), 11 (sh, ch, th, ck, wh, ng, qu), 12 (bridging lesson - c, k, ck, ch, tch, w, wh) • Tell me a story about under the sea. • Write a list of different sea creatures and describe them using superlatives. • To innovate the story of Little Tug with a sea creature.
<p><u>Experiences:</u></p> <ul style="list-style-type: none"> • Visit Blue Reef Aquarium and take part in a rockpool encounter. Visit Tynemouth beach. 	 <p>‘My home, Your home’ Reception Possible Areas of interest: Under the Sea, Pirates and Boats</p>		<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Explore how quantities can be distributed equally (within 10) • Explore and represent odd and even number patterns within numbers up to 10 • Explore and represent double facts within numbers up to 10. • Automatically recall number bonds including subtraction facts (0-5) • Show an awareness of properties of shape • Describe properties of shape • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Recognise the relationship between the size and number of units • Begin to use units to compare things • Make a pattern which repeats around a circle • Make a pattern around a border with a fixed number of spaces
	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Making large scale collaborative sea creatures using specific material for a purpose eg using bubble wrap for tentacles and discussing the texture. • To explore using different joins and techniques to connect materials together for different purposes such as moving parts. • To use a range of materials to achieve different looks and purposes such as using cellophane for seeing creations behind it, bending and manipulate materials into different shapes. • To sculpt sea creatures by manipulating modelling clay and using impressions and cutters to achieve a desired shape. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Children are able to say what they see, hear and feel when they are outside. Focused observations of rockpools/beach environment on school trips. • Recognise some environments that are different to the one in which they live. Compare where we live to under the sea. • Model the vocabulary needed to name specific features of under the sea. • Understand the importance of recycling and looking after our planet through exploring the effects of sea pollution and harming animals. 	

Area of Learning	Enhancements for topic – to support child initiated opportunities	Stories & Texts	Vocabulary to introduce	Hooks to the topic
Communication & Language	<ul style="list-style-type: none"> • talking tins - record stories and rhyme of the weeks • talking whiteboards to support with writing their own ideas • Key vocabulary displayed on Writing and Topic wall with visual cues • 	Little Tug - Talk for writing story focus Octopants - rhyming focus Commotion in the Ocean - learning creatures names and features		Under the sea <ul style="list-style-type: none"> • Visit to the aquarium and beach W.B 9th May • Rockpool encounter at the aquarium
Personal, Social & Emotional Development	<ul style="list-style-type: none"> • Create colour monster jars to display in class to support children with being able to say how they are feeling throughout the day • Talking chair in class - talking about our personal achievements, self reflect on our work and goals 	Colour monster - jars of feelings Rainbow fish - friendship Sharing a shell - friendship	happiness, sadness, anger, fear, worry, calm, love, feelings, goals, challenges, problem solving, mistakes, proud	
Physical Development	<ul style="list-style-type: none"> • Weekly P.E sessions with P.E coach to develop key skills • Daily active time on the trim trail, climbing equipment and park to develop core muscles and upper body strength • Daily use of our outdoor development shed 	Barry the fish with fingers - celebrating personal goals and others achievements	Animal positions displayed on writing wall to support physical development to preparation for writing and posture: Strong bear, Strong penguin, Strong stone lion, Strong lizard, Strong meerkat	Parent engagement <ul style="list-style-type: none"> • News from home • Tapestry - experiences from home and school
Literacy	<ul style="list-style-type: none"> • non fiction - book about sea creatures • story writing based on Little Tug • Who am I riddle 	Little Tug - Talk for writing story focus Tiddler Winnie under the sea Squiglet Pig Non fiction texts about under the sea, rockpools and sea creatures	smallest, fastest, boat, he's, shes, the, but, little, harbour,	
Maths	<ul style="list-style-type: none"> • numicon - odd and even & number bonds • pairs of socks - odd and even • odd one out - odd and even • tents and people - number bonds to 5 • shape hunt and sort • guess the shape • estimation station • pattern necklaces with pasta • patterns with sweets • party sharing items fairly 	10 little pirates 10 is a crab The pirates next door Along came a different - shape focus	sharing, equally, fair, odd, even, pairs, doubles, flat, round, straight, solid, hollow, corner, side, cube, cuboid, pyramid, cone, sphere, bigger, larger, smaller, compare, size, estimate. accurate, predict, pattern, spaces	
Understanding of the World	<ul style="list-style-type: none"> • Draw observations from the aquarium of sea creatures and label. • Describe the differences between different sea creatures using specific language • Label the different features and parts of sea creatures with an understanding of their importance for living and surviving under the sea. • sort the animals into different habitats (land or sea) and look at why they are suited to these habitats • Recycling materials to save the sea from pollution 	Clean up 10 things I can do to help my world Where's the starfish?	ocean, land, sea, names of sea creatures (whale, turtle,)pincers, shell, fin, flipper, tentacles, tail, habitat, suitable, rockpool, aquarium, recycling, pollution, clean	
Expressive Arts & Design	<ul style="list-style-type: none"> • To create their own rockpools/aquariums with sea creatures using junk modelling, cutting skills and joining techniques to create moving parts pieces. • Large scale model of a sea creature using junk modelling and selecting appropriate shapes for features • Giotto/modelling clay sea creatures 	Pattern fish Only one you		

