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|--|---|---|--|------------------------------|--|-----------------------------------|--|----------------------|--|---|--|---|---|--|
| <p style="text-align: center;"><b>Communication and Language</b></p> <p style="text-align: center;"><b>Listening Attention Understanding Speaking</b></p> <ul style="list-style-type: none"> <li>We will join in and retell stories from our core texts asking questions based around who what why where when.</li> <li>We will listen and talk about our core texts to develop our familiarity and understanding.</li> <li>Think of open ended questions to ask our Fisherman visitor on what things we can do to keep the animals in the sea healthy.</li> <li>Act out The Snail and the Whale story-What did the snail do? Where did he go? How did the snail help the whale? What did the children do?</li> <li>Learning the vocabulary involved with The snail and the Whale.</li> <li>At snack time continue to use 'snack and natter' to encourage children to discuss about the term's topics.</li> <li>Learn and Sign 'Responsibility' and discuss ways we take responsibility.</li> <li>Answering why and how questions about the animals that live in the sea-What sounds do they make? What do they eat? What animal is big and what animal is small? How do they move in the water?</li> <li>Circle time-Talking about our favourite animals and why?</li> <li>Listening to stories and facts about animals in the sea.</li> <li>Listening and recognising animal sounds-Guess what animal sound this is? Sea animals.</li> <li>Talking about their experiences in the holidays and what they have been doing? Have they been to the beach? Have they found any animals in the sea? This can include Rocks, pebbles, fossils, and corals.</li> </ul> <p><b>Week 1-12345 once I caught a fish alive</b><br/> <b>Week 2-Baby Shark</b><br/> <b>Week 3-Row Row Row your boat if you see a crocodile</b><br/> <b>Week 4-A sailor went to sea sea sea.</b><br/> <b>Week 5-The animals in the ocean</b><br/> <b>Week 6 &amp; 7-Down at the bottom of the deep blue sea.</b></p> | <p style="text-align: center;"><b>PSED</b></p> <p style="text-align: center;"><b>Self-Regulation<br/>Managing Self<br/>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Self-registration and wake and shake.</li> <li>We will be role modelling independence and how the children can manage their own needs (link in with Physical Development)</li> <li>Recycling project with our friends.</li> <li>Talk about what sea animals they like and what sea animals they might be frightened off and why? Talk about the food chain and what sea animals have to do to survive and look after themselves. Can they camouflage themselves? Can they puff themselves out to make themselves look bigger?</li> <li>We will encourage good listening, engaging and building relationships with adults and peers.</li> <li>Talk about feelings in the books, how might the sea animals feel?</li> <li>How do the books explain about responsibility? How can we take responsibility?</li> <li>We will talk about what's made us smile today? Our emotions and how we're feeling.</li> <li>Weekly show and Tell-Allowing each child to bring in something special to them to discuss and share with their friends.</li> <li>What is their favourite food? What food do sea animals eat? Is it the same food as us? What sea animals eat meat and what sea animals are vegetarians?</li> <li>Care of animals - how do we care for sea animals? Why do we wash our hands after touching animals?</li> <li>Talking about our own personal experiences of sea animals we have met- e.g. fish or seals. Thinking about how we look after sea animals? Can we feed them? Clean them? Take care of them?</li> </ul>  | <p style="text-align: center;"><b>Physical Development</b></p> <p style="text-align: center;"><b>Moving and Handling-Fine and Gross Motor Skills<br/>Health and Self-care</b></p> <ul style="list-style-type: none"> <li>Making Sea animals out of playdoh using different shaped cookie cutters, googly eyes and pipe cleaners for fins.</li> <li>Develop our fine motor skills- Mark making outside using large paintbrushes and water painting on the slabs or crayons to make rubbing on different textured surfaces - walls, fence and trees-See how many we can find.</li> <li>Learning how to use bikes, trikes and scooters safely.</li> <li>Encouraging eating independently.</li> <li>Modelling putting our coats on, managing buttons and zips.</li> <li>Forest school- Seasonal changes walk- 'Spring'</li> <li>Create an obstacle course to complete with friends.</li> <li>Wake and shake.</li> <li>Dough disco - strengthening fingers Pencil control, anticlockwise circles and letter formation.</li> <li>Parachute-Gross motor skills, movement, singing.</li> <li>Cutting and slicing up fruit and vegetables to make a salad.</li> <li>Discuss healthy diets for sea animals and humans. Show an understanding of being healthy and having good hygiene.</li> <li>Show an awareness of the effects exercise has on the body.</li> <li>Looking at and tasting different healthy food in our kitchen- what are some of the similarities and differences. Do we eat sea animals? Fish? Is Fish healthy for us and why?</li> <li>Fine motor and cutting skills- Creating homes for sea animals re-using plastic, paper and cardboard (junk modelling).</li> <li>Construction- working with others in designing and making.</li> <li>Experiment in moving in different ways.-How do our sea animals move- Moving with confidence, showing control. Acting out different sea animals- can we move like a fish e.g. wriggle like an eel- see understanding the world.</li> <li>Holding a pencil correctly to form recognisable letters.</li> </ul> |  |                              |  |                                   |  |                      |  |   |  |   |   |  |
| <p style="text-align: center;"><b>Literacy</b></p> <p style="text-align: center;"><b>Comprehension<br/>Word Reading<br/>Writing</b></p> <ul style="list-style-type: none"> <li>Assess and continue with Early Years.</li> <li>Retell 'The Snail and the Whale' story using talk4 writing.</li> <li>Retell the story but change the animals. Can they act out part of the story with their friends?</li> <li>Spread out the stories sequencing pictures, can they sequence them correctly?</li> <li>Go on a walk around the school. What could we recycle or reuse?</li> <li>Try story telling in an interesting outdoor space.</li> <li>Continue 'Spread the happiness'-Squiggle whilst you wriggle encouraging early writing for pre-schoolers.</li> <li>Forming basic letter shapes through mark making materials (sand, water, shaving foam, paint).</li> <li>This term we will investigate- 'Pollution'- exploring books in our library and learning all about our planet and how we can look after it.</li> <li>Letters &amp; Sounds/Phonics play (Jolly Phonics).</li> <li>Phase 1: Aspect (Twinkl) Rhythm and Rhyme.</li> <li>Our Frogs (getting ready for school)-</li> </ul> <p><b>Spring 1 Core Texts:</b></p> <p><b>Week 1-The Snail and the Whale</b><br/> <b>Week 2-The Rainbow Fish</b><br/> <b>Week 3- Commotion in the ocean.</b><br/> <b>Week 4-Catch me if you can.</b><br/> <b>Week 5- Mister Seahorse</b><br/> <b>Week 6-A hole in the bottom of the sea.</b><br/> <b>Week 7-Why is the sea salty and other interesting facts</b><br/> Other books: Here we are, Smiley Shark, Bright Stanley, The big blue book, Let's keep our sea clean, Re-use, recycle and reduce.</p>  | <div style="text-align: center;">   <p><b>Summer Term 2</b></p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Theme</b></td> <td><b>Sea Animals and Pollution-Recycle, Reuse, Reduce.</b></td> </tr> <tr> <td><b>Talk Boost/SALT Plans</b></td> <td>Look at each child's plan and implement and evaluate each week.</td> </tr> <tr> <td><b>Circle time focus (Jigsaw)</b></td> <td><b>Week 1 - My Body</b><br/><b>Week 2 - Respecting my body.</b><br/><b>Week 3 - Growing Up.</b><br/><b>Week 4 &amp; 5- Fun and Fear.</b><br/><b>Week 6 &amp; 7- Celebration.</b></td> </tr> <tr> <td><b>Relationships</b></td> <td></td> </tr> <tr> <td><b>Snack and Natter</b><br/><b>Pollution-How can we look after our seas? 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Sorting animals e.g. 2 fins and tentacles.</li> <li>Measuring ingredients in cooking experiences using electronic scales and measuring cups.</li> <li>Estimating. Number of the day activities, 1 more, 1 less, what's special about my number? Recognising to numerals 10-20.</li> <li>Days of the week. Missing number sequences.</li> <li>Finding objects to match numerals.</li> <li>Counting objects that can and can't be moved.</li> <li>Comparing sets of objects. Which one is the smallest and which one is the biggest-Counting shells and sea animals.</li> <li>Number stories: The Snail and the Whale.</li> </ul> <p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p style="text-align: center;"><b>Creating with Materials<br/>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Learn our termly 'Nursery Rhymes' songs-See Communication and Language for our weekly songs-focus encouraging children to join in with the actions.</li> <li>Take a weekly spring sensory walk around our playground or school.</li> <li>Sea animal paintings using recycled materials.</li> <li>Painting sea animals we know. Looking at the unique features of our sea animals e.g. the fins on a shark compared to the fins on a clown fish.</li> <li>Observational drawings- painting fish with celery.</li> <li>Mark Making-Using Paints and various sized paint brushes as well as using threading reels, straws, cotton wool/buds and recycled materials.</li> <li>Make sea patterns-using different materials to make sea patterns e.g.-Shaving foam, sand, paint, string and pom poms</li> <li>Looking at the different colours of the sea-The water, the seaweed and the crashing waves.</li> <li>Draw or paint the fish from the 'book 'Rainbow Fish'.</li> <li>Exploring a range of media including bubble painting, string painting, roller painting.</li> <li>Designing our own bottom of the sea habitat- using different recycled materials.</li> <li>Singing a variety of songs and exploring a range of instruments. Expressing ourselves through dance, music, art and a range of materials. E.g. singing and using musical instruments (percussion instruments) to create sea noises or the sounds of waves. (Ocean drum).</li> <li>Mixing paint to create colours of the sea - working independently.</li> </ul> |
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