

How can we protect sea creatures ?



EYFS

Communication and Language

Listen to others and respond by making relevant comments and answer questions about what they have heard.
 Continue to use a wider range of vocabulary.
 Joining in with songs and poems.
 Understand a question or instruction.
 Ask questions to find out more.

Physical Development

Experimenting with different ways of moving, testing out ideas and adapting movements. Combining movements together in a sequence.
 Explore how to travel on a range of different constructed models. To be able to develop and refine a range of ball skills including kicking, batting, passing and aiming.

Spring Term 3

Key Vocabulary

environmentalists	work to protect and preserve the environment, including the oceans and marine life.
explorer	a person who sets out to discover something by going somewhere unfamiliar.
extinct	Of a family, or other group of animals and plants not now existing.
ocean	The ocean is a huge, salty sea covering much of the Earth.
Coral	Colourful structures made by tiny animals that lives in the sea, creating homes for many fish

Personal Social and Emotional Development

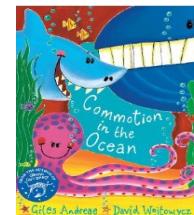
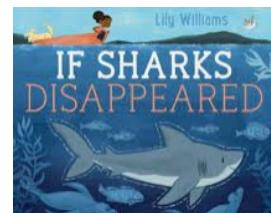
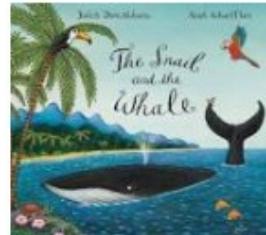
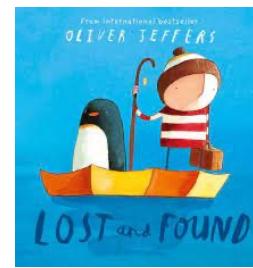
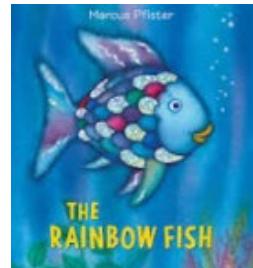
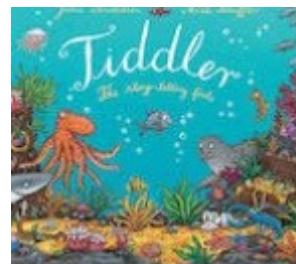
Continue to talk about how to be a good friend. To be able to share and take turns. Exploring how we can keep safe including being safe online. Explore how we can keep our body healthy – food, exercise, sleep. Discuss how to keep my body safe. Safe secrets and touches and people who help to keep us safe .

Maths

All previously taught skills are revisited regularly and applied to new concepts. Using perceptual and conceptual subitising skills to solve number problems.
Number: Counting, ordinality and cardinality – How many? Teens, up to 20. Knowing one more, one less, Number Rhymes, Composition of numbers. Whole and part of numbers.
Shape, Space and Measure: Measure, shape and spatial thinking, shapes with 4 sides. Investigating non-standard measurements compare mass, night and day.

Literacy

Writing: To be able to write CVC words, labels, captions using phonics knowledge.
Reading: Share stories; talk about the structure of stories and predict what happens next, non-fiction books, looking at facts about sea life.
Phonics: Apply phonics skills learnt in RWI sessions. Play Fred games Set 1 and 2 sounding and blending learning new diagraphs (special friends) .



Understanding the World

Investigate artefacts and accounts from the past, explaining similarities and differences. Observe changes in the natural world around them. Investigate how do animals adapt to the different seasons. Explore different matters and changing state- ice frozen figures. Read simple maps and make connection to different locations. Begin to understand the need to respect and care for the natural environment and all living things. Recognise some environments that are different from the one in which they live.

Expressive Arts and Design

Role-play and small world play opportunities.
 To draw a simple representation of objects or person.
 To be able to mix different colours and recognise secondary colours.
 To design for a purpose and explain the process, Investigate rhymes, beat rhythm.

Possible role play area ideas

Save the ocean den. Following the children's excitement, engagement and interest.

Key Events

- Family reading morning
- Save the ocean day
- Workshop-Zoolab
- Science morning

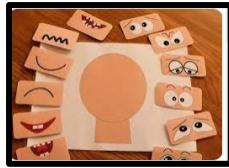
Stories/ Songs/ Poems

Tiddler, If Sharks Disappeared, Commotion in the Ocean, The snail and the Whale, Lost and Found, Rainbow Fish.
 Hey diddle diddle, A slippery fish
 Have you ever seen a penguin, Shark song, Row row row your boat
 Down in the deep blue sea

Although these are suggested activities for this topic, we are ultimately led by the interests and needs of the children.

Personal Social and Emotional Development

Continue to talk about good friendships. Exploring how we can keep safe, including being safe online.



Understanding the World

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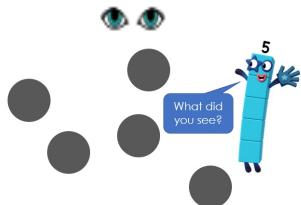
Recognise some environments that are different from the one in which they live.



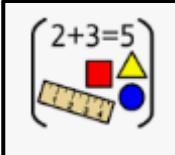
Mathematics

Number: Counting, ordinality and cardinality – How many? Teens, up to 20.

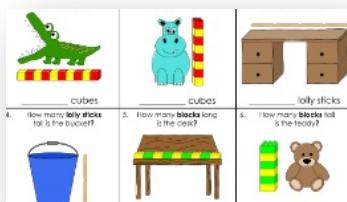
Subitise with your speedy eyes



1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30



Shape, Space and Measure: Measure, shape and spatial thinking, shapes with 4 sides. Investigating non-standard measurements compare mass, night and day.



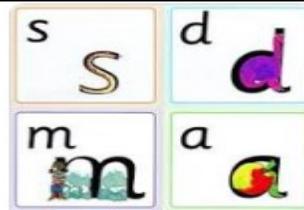
Reading, Writing and Phonics

To be able to write CVC words, labels, captions and simple sentences using phonics knowledge. **Reading:** Share stories; talk about the structure of stories and predict what happens next, non-fiction books, looking at facts about sea life.

Phonics: Apply phonics skills learnt in RWI sessions. Play Fred games Set 1 and 2 sounding and blending learning new diagraphs (special friends).



Tripod pencil grip



Rainbow fish has the most magical scales.

Physical Development Gross and fine motor skill

Fine motor control through marking activity zig zag, arch lines



Experimenting with different ways of moving, testing out ideas and adapting movements. Combining movements together in a sequence.



run



jump



turn

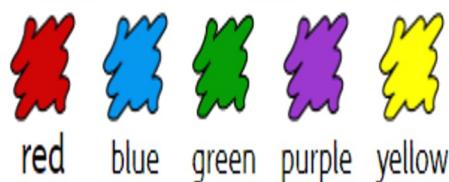


balance



Expressive Arts and Design

We will be exploring junk modelling, attachments colour mixing and scissor control.



Colour mixing chart

RED	+	YELLOW	=	ORANGE
YELLOW	+	BLUE	=	GREEN
BLUE	+	RED	=	PURPLE
RED	+	GREEN	=	BROWN



sellotape



masking tape



scissors



glue sticks



glue spreader