

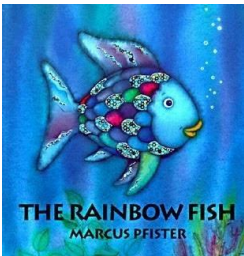
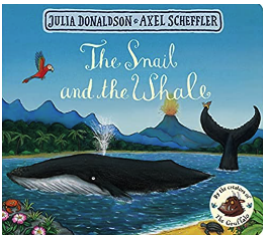

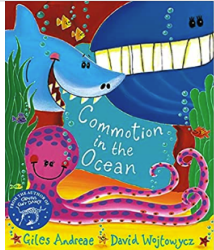
Class: Pearl Class

Year groups: Pre-Reception and Reception

Term: Term 1 Autumn Term 2022

Topic: Under the Sea (Geography Focus)



Core texts, songs and rhymes	Inspire - Immerse - Investigate - Interact	Enabling Environments
<p>Songs and Rhymes: Learn a variety of songs related to our topic i.e. 'Five Little Fishes Swimming in the Sea' Perform their own 'Under the Sea' song and dance Learn class songs and rhymes to support classroom routines</p> <p>Stories:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  <p>THE RAINBOW FISH MARCUS PFISTER</p> </div> <div style="text-align: center;">  <p>The Snail and the Whale JULIA DONALDSON + AXEL SCHEFFLER</p> </div> <div style="text-align: center;">  <p>SOMEDAY'S SHALLOWED STANLEY SARAH ROBERTS</p> </div> <div style="text-align: center;">  <p>Commotion in the Ocean Giles Andreae + David Wojtonycz</p> </div> </div> <p>We will also explore non-fiction texts about our oceans, seas and the wonderful animals that live there.</p>	<p>This term we will be exploring life under the sea, we will meet the fascinating creatures that live in our oceans, explore the different ocean habitats around the world and explore ways to travel by sea. We will also learn about how we can save our seas from pollution as well as explore the different celebrations and festivities around the world at this time of year. Our songs, rhymes, stories and creative activities will be inspired by our topic of Under the Sea.</p> <p>Super Starter: Explore different objects found on the coast and under the sea to introduce our topic</p> <p>Marvellous Middle: School trip to the beach to collect materials for creative art and exploring in school</p> <p>Fabulous Finish: Show mini performance of an under the sea story, dance and song.</p>	<p>The children will have access to different areas in the classroom which ignite imagination, encourage independent learning, playing and exploring and create a safe place to learn and flourish.</p> <p>The calm corner provides a quiet place for children to regulate and relax, a quiet reading nook with books for the children to explore, a small world area, investigation table, phonics and number tables and play corner. Outside the children will have access to tuff trays with different materials such as sand, water and other sensory materials, role play, trike area and garden.</p>

ELG (Early Learning Goal)

Prime Areas:

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p>Outcome of learning: <i>Create activities and opportunities that develop and promote the children’s listening, attention, understanding and speaking skills.</i></p> <p>ELG: Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> ● Initiate conversations with adults and children, taking account of what others say ● Maintain attention and concentrate in small group and whole class activities. ● Talk in complete sentences (modelled by all adults) ● Ask appropriate questions ● Join in with daily songs ● Listen to and talk about non-fiction books about our topic. Invite children to explore new vocabulary and ask questions to find out more information. <p>Speaking:</p> <ul style="list-style-type: none"> ● Children express themselves effectively, showing awareness of the listeners' needs. They develop their own narratives and explanations. ● Participate in small group or one-to-one discussions, offer explanations for why things might happen, express their ideas and feelings. 	<p>Outcome of learning: <i>Children will develop their moving and handling skills as well as health and self-care by being exposed to a variety of daily activities including PE, gardening, drama, indoor and outdoor play opportunities.</i></p> <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> ● Negotiate space and obstacles safely ● Demonstrate strength, balance and coordination ● Develop physical skills; balance, rolling, climbing, skipping etc. ● Develop gross motor skills through ball games, running and dancing. ● Encourage the children to act like a range of sea creatures to explore different ways of moving. Can they move sideways like a crab, dive like a dolphin, swim like a fish, bounce like a jellyfish or thrash like a shark? <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ● Hold pencil effectively using the tripod grip ● Use a range of tools including scissors, paint brushes and cutlery ● Show accuracy and care when drawing <p>Gardening:</p> <ul style="list-style-type: none"> ● Use a range of gardening tools with care ● Explore the Autumnal garden and notice how it changes with the seasons. ● Remember the wonder of nature and the magic of seeing things growing from seed. 	<p>Outcome of learning: <i>Strong, warm and supportive relationships with adults will enable children to learn how to understand their own feelings and those of others. We will understand our key emotions, using the Emotions Shed framework and Positive Pathways approach, supported by breathing activities and picture books. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.</i></p> <p>ELG: Self Regulation:</p> <ul style="list-style-type: none"> ● Show an understanding of their own feelings and those of others ● Set and work towards simple goals ● Control immediate impulses when appropriate - and show being able to wait ● Give focussed attention ● Follow instructions <p>Managing Self</p> <ul style="list-style-type: none"> ● Confident to try new activities and show independence, resilience and perseverance in face of challenge ● Develop an awareness of the boundaries set and behavioural expectations. ● Manage own basic hygiene and personal needs <p>Building Relationships</p> <ul style="list-style-type: none"> ● Work and play cooperatively and take turns ● Form positive attachments to adults and friendships with peers ● Show sensitivity to their needs and others’ needs. <p>Mindfulness Class: to support this Prime Area.</p>

		<p>The general aim of the curriculum is to use mindfulness practices to support the development of the whole child through games, problem solving and meditation:</p> <ul style="list-style-type: none"> • Supporting the development of emotional literacy • Investigating different sensations and sense experiences • Supporting our ability to connect and better understand our friends as we explore what it means to be us through movement and music • Expressing our experience through colours, art and doodling
--	--	--

Specific Areas:

Literacy (Phonics)	Mathematics (Number)	Understanding the World	Expressive Arts and Design
<p>Outcome of learning: <i>Storytelling and rhyme recognition through exploring familiar and repetitive texts, thinking about structure, vocabulary and what we enjoy about books in general. Explore fiction and non-fiction texts about 'Under the Sea' and encourage the children to develop a love of reading and exploring books.</i></p> <p>ELG: Comprehension, Word Reading and Writing.</p> <p>Whole Class</p> <ul style="list-style-type: none"> • Retell stories/rhymes/songs with actions and expressions • Tell stories about their own lives and experiences related to the class topic. • Read and label different sea creatures 	<p>Outcome of learning: <i>To provide children with opportunities to develop and improve their skills in counting, understanding and using numbers.</i></p> <p>ELG: Numbers and Numerical Patterns</p> <p>Outcome of learning (reception): Children are encouraged to be curious and explore numbers. They will be using familiar objects to help them learn about how numbers are used in everyday life. They will be playing number games and sing counting songs and will also be linking numbers to this term's topic work: Under the Sea.</p> <p>Key Skills (reception)</p> <ul style="list-style-type: none"> • Estimate how many objects are in a group and continue practising to count reliably to 20. • Write numbers 0-10 and beyond, with correct formation 	<p>Outcome of learning: Children can talk about different sea creatures and their habitats. Children can make comparisons and ask appropriate questions.</p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG: Know some similarities and differences between the natural world around them and contrasting environments</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Learn about different sea creatures, their habitats and diet • Explore our local environment • Learn about our different oceans and the fascinating variety of animals that live beneath them 	<p>Outcome of learning: <i>Opportunities for children to express themselves creatively both indoors and outside. Create crafts and explore role play opportunities connected to our topic.</i></p> <p>ELG:</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Explore collage and painting • Explore mark making <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Children use media and materials in original ways, thinking about uses and purposes • Explore bubble painting • Represent own ideas, thoughts and feelings use art and design,

- Describe sea creature's habitats and write simple sentences as a class.

Pre-Reception

Reading:

Recognising and detecting sounds using games and songs.

Writing:

Developing mark making and motor skills using a range of techniques.

Reception

Reading: using phonic knowledge to decode sounds and words.

Apply phonic knowledge of the initial phase 2/3 sounds to read and write simple CVC words confidently: sat, at, pin, pat etc.

Recognise letters and their associated sounds

Writing: using phonic knowledge to write letters which match spoken sounds.

Developing writing skills using a variety of mark making tools (such as sand writing, chalk boards, dough creations) so that letters being explored are written correctly. Start writing simple sentences with finger spaces

- Ocean themed addition and subtraction activities using language related to addition and subtraction.

- Recreating a simple pattern.

- Identify and describe properties of 2D and 3D shapes

- Use vocabulary related to weight, length and capacity

- Use everyday language relating to money

- Use language relating to time.

Outcome of learning (Pre-Reception):

Show curiosity about numbers and use some number names and language spontaneously. Recites numbers up to 10 and recognises some numerals and match to a quantity of objects.

Key Activities:

- Provide a range of shells in different colours or shapes. Encourage the children to continue, copy and create repeating patterns using the shells.

- Provide some treasure chests with numerals to ten on and some coins. Ask the children to count out the correct number of coins to fill the merpeople's treasure chests.

- Provide a ten-frame with small world fish of two different colours. Invite children to explore number bonds to ten by placing the fish onto the ten-frame.

- Provide bottles, funnels and jugs in a water tray with blue-coloured water. Invite children to explore and compare capacity as they make 'sea bottles'.

- Explore different ways of travelling by sea e.g. boats and submarines. Make boats from different materials and test whether they float or sink

- Learn how to stay safe near water

- Learn about different cultural festivals and celebrations around this time of year

Key Activities:

- Leave a globe or a paper world map in the classroom. Encourage the children to think about where the sea might be. Can they explain why they think that? Can we find where we are on the map. Explore and celebrate the different countries we come from

- Encourage children to make observations of different sea creatures. How are they similar? How are they different? Label different body parts

- Freeze some small world sea creatures into ice. Encourage children to use warm water and simple tools to free the sea creatures and talk about what happens as the ice melts.

- Discuss how we can 'save our seas' after reading 'Somebody Swallowed Stanley'.

role play and creative play

- Invite the children to work collaboratively to create a large colourful fish for display. Each child decorates a scale of the fish using a variety of techniques.

Additional:

Portuguese	Expressive Arts: Music and Drama	Home and School
<p>Outcome of learning: Children can use basic Portuguese vocabulary and everyday classroom language.</p> <p>Key Skills:</p> <ul style="list-style-type: none">● Explore under the sea language● Count up to 20 and play number games● Name simple shapes - Listen to Portuguese stories about the sea● Recognise some of the Portuguese letter names	<p>ELG: Creating with Materials + Being Imaginative and Expressive</p> <p>Outcome of learning: Using familiar stories the children can listen, ask questions and act out the stories. Have a bank of regular daily songs and nursery rhymes.</p> <p>Key Skills:</p> <ul style="list-style-type: none">● Make use of props and materials when role playing● Learn our class Under the Sea story adding actions and role play.● Invent, adapt and recount narratives and stories with peers/teachers● Sing/perform rhymes and songs e.g. "Once I saw a fish alive"● Move in time with music: Pretend to be sea creatures under the sea to music and learn a simple dance.	<p>Home learning: Reception children will take home the sounds we are learning each week so parents can practice at home.</p> <p>Mondays: The children have gardening and must keep an old t-shirt and suitable gardening shoes in school</p> <p>Tuesdays: The children have sports and games so should come to school in their PE uniform</p> <p>Fridays: In the afternoon we will have time for show and tell. This is an opportunity to promote communication and language where the children bring something from home to share with the class. This could be: something they have made that they are proud of, something related to our topic, a photo or something that is special to the children that they would like to share. This will be on a rota and a message will be sent on Class Dojo to let you know when it is your child's turn.</p> <p>Communication with teachers: This can be face to face or via Class Dojo or email. We will post regular pictures of what is happening in school via Class Dojo.</p>