

## Communication and Language

- Show and Tell their own posters on Recycling, being Plastic Free, protecting wildlife and marine life. Talk to others and express ideas clearly, answer questions.
- Lifeguard hut/ Sea role-play area and Recycling Centre role-play.
- Develop ability to articulate own ideas and thoughts.
- Exploring using all of our senses and describing what we see, feel, smell, hear.
- Learning new vocabulary.

## Personal, Social and Emotional

- Transition Week and preparation for next class – link to Enthusiasm (whole-school EMERGE theme).
- Playing co-operatively in the Sea-themed and recycling centre role-play areas.
- Sensitivity to others' needs – care for the environment
- Keeping safe on the beach and in the sun
- Responsibility. Explain the reasons for what they think is right and wrong.

## Physical Development

- Hone in on letter formation practice.
- Physically sort materials and use litter pickers.
- Observe safe and hygienic practices when handling rubbish.
- Making sandcastles, and bouncy beach ball games.
- Sand and water play, different themes, including precision movements.
- Jasmine PE - Agility focus - Ball Chasing, Static Balance and Floor Work.

## Understanding the World

- Walk from school to Trevellas Beach. Map our way there down Jericho Valley - which landmarks do we pass?
- Key features of the seashore, how are rockpools made? Key features of sea creatures. "Creature Reports".
- Explore our impact on the natural world.
- Learn about recycling– materials that can be recycled and materials that can't. Sorting materials according to what they are made of, their properties.
- Learn about protecting our wildlife and marine life– Marine Conservation Group trip at Trevellas.
- Exploring using our senses.
- Group and classify wildlife and marine life, other materials that they find on the beach.

# Down to the Sea

Ogden Trust Science Talk– Shadows; Terrific Tunes (sounds and water)

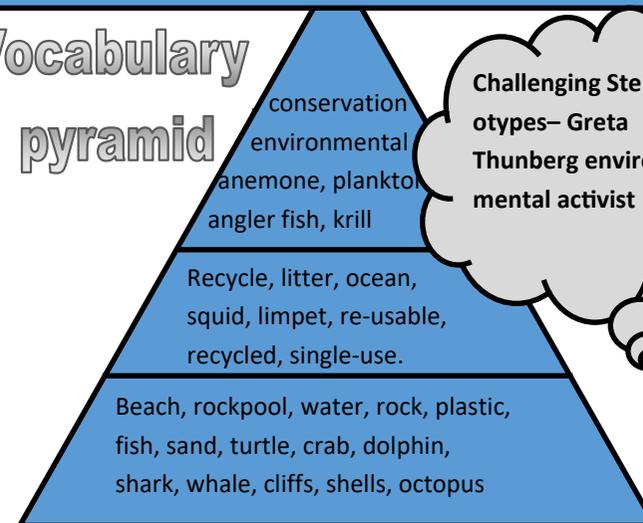
## Expressive Arts and Design

- Recycled materials craft.
- 'Under the sea' art and craft– paper plate art, wax resist paintings etc.
- Transient art with natural beach objects– collaborative art.
- Recreating the sounds of the seaside using instruments/ making instruments.
- Artist study - Sarah Evans' sea pictures. Use palette knives and acrylic/ oil for own sea scapes.

## Mathematics

- Make patterns. Count - note odds and evens.
- Measure length, height, weight and distance.
- Teen numbers and place value – dienes, tens frames, Numicon. Form numerals.
- Sorting materials for recycling
- Counting, addition and subtraction games
- Fishing games/ matching games– number bonds, odds and evens, double facts, distributing quantities (sharing)
- Data handling, subitising, estimating.

Vocabulary pyramid



## Literacy

- Make posters to encourage others to recycle and refuse single use plastics– persuasive writing.
- Duffy's Lucky Escape, and other Ellie Jackson stories. Also Somebody Swallowed Stanley by Sarah Roberts.
- Descriptive writing, Creature Reports.
- Read and write information books - features of nonfiction texts. Headings, labels, captions.
- Check that own writing makes sense by re-reading.

Key texts: Sally and the Limpet, Sharing a Shell, Duffy's Lucky Escape and other Ellie Jackson books, Somebody Swallowed Stanley Little People, Big Dreams - Greta Thunberg, Where Am I? and reference books

### Communication and Language– Working towards all ELGs

#### Listening, Attention, and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

### Personal, Social and Emotional– Working towards all ELGs

#### Self– Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### Physical Development– Working towards all ELGs

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### Understanding the World

Explore the natural world around them.  
Describe what they see, hear and feel whilst outside.  
Draw information from a simple map.

Explore the natural world around them, making observations and drawing pictures of animals and plants.  
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Down to the Sea

This topic links in with a walk to explore our local beach.  
The children will draw simple maps to show the route we take.

They will find out about some of the creatures that live in the sea, and about people's impact on these and on the natural environment.

They will learn about which materials can be recycled and about ways to care for our local environment.

### Expressive Arts and Design

Return to and build on their previous learning, refining ideas and developing their ability to represent them.  
Create collaboratively sharing ideas, resources and skills.  
Listen attentively, move to and talk about music, expressing their feelings and responses.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  
Share their creations, explaining the process they have used  
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### Mathematics

Automatically recall number bonds for numbers 0–10.  
Compare length, weight and capacity.

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Literacy

Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly.  
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.  
Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.  
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Say a sound for each letter in the alphabet and at least 10 digraphs.