

7 weeks – 5<sup>th</sup> June – 21st July

Topic – Under the Water

### Physical

- Digging for treasure in the sand
- Scooping out of the pond with nets
- Gardening with trowels and spades
- Trim trail and other gross motor activities in the outdoor area
- Writing using different media – water on chalkboard, writing in the sand, writing/ designing maps
- Sports Day activities
- Themed playdough mats – making sea creatures, sparkle theme, making treasure
- Dough gym and funky fingers activities during continuous provision time e.g. threading large beads, tweezer pirates' jewels, brushing the sand away to find bones/ fish/ treasure
- Rainbow ribbon weaving
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### PSED

- To be a team player during the completion of sports day
- Circle time activities, about "weekend news"
- Children to play team games looking for treasure
- Children to design a fin to go on our friendship fish
- Pass the shark around the circle, taking turns during talk time
- Encourage children to build / create pirate ships using construction and junk modelling
- Forming relationships with practitioners and peers.
- Transitions into f1 for the older children

### Communication and Language

- Children to make different sounds with their voices and adding their own sound effects to stories – "Argh! Pirates".
- Remembering out "good sitting, good listening and good looking" during story time.
- Inviting the children to play in the small-world to recreate/ retell the story
- Children to talk about the shape, colours and patterns they can see
- Listening and sound games to help children make and distinguish between sounds to promote good listening skills
- Role play areas in the classroom and outdoor areas
- Children to discuss their weekend news with the class to promote speaking and listening skills and boost confidence
- Following treasure maps, communicating where they think the treasure is
- Ocean in a bottle – blue water with items in, for the children to comment on

### Maths

- Recapping mathematical language – shape, positional language – Where do you think the treasure is hidden
- Order the numbers on the number line for assessments
- Number recognition, car park for the resources to match up to
- Counting how many steps to 'walk the plank'
- Exploring colour and patterns with the rainbow fish
- Number rhymes during rhyme time
- Math games on the IPAD



### Curious Creatures

#### Pre-School

#### Key themes and texts:

- W1 Water: Splish, Splash, Splosh by David Melling
- W2 Sea: Shark in the Park by Nick Sharratt
- W3 Sea: Shark in the Dark by Nick Sharratt
- W4 Sea: Sea Unicorn by Rod Campbell
- W5 Sea: Rainbow Fish by Marcus Pfister
- W6/ W7 Pirate: Port Side Pirates! By Debbie Harter



### Literacy

- Small world areas to be set up for different stories throughout the topic for retelling using props
- Demonstrating making a list of the similarities and the differences between the tadpole/ frog and link this to the butterfly life cycle knowledge
- Daily shared stories in small groups, stars collected to encourage reading
- Focus on describing words linked to the characters and setting with the stories
- Mark making activities in different media to support early writing skills (water, black sand)
- Children to complete independent write sheets
- Clipboards and pens accessible for the children to take outside
- To join in with the repeated phrases – "There's a shark in the..."
- Children to name their work and to make marks to represent labels
- Children to practice writing names on name cards

### Trips and providers

### Understanding the World

- ICT equipment to be explored, such as: battery operated laptops,
- Linking the observations of the tadpoles and caterpillars when reading 'Tadpoles Promise'
- Looking at pond life
- Exploring the occupation: fire fighter – considering their role in water safety
- Looking through the family books.
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### Expressive Art and Design

- Musical activities
- To design treasure maps
- Telescope making
- Putting sequins in the playdough
- Hand print fish
- Bubble wrap fish painting
- Blue spaghetti and sea creatures (Sensory exploration)

### Characteristics of Effective Learning

**Creating and Thinking Critically:** Using the tools available to safely construct or produce work linking to previous learning.

**Active Learning:** Using the activities provided with independence; Creating a 'can do' attitude towards children's learning inside and outside the classroom.

**Playing and Exploring:** Linking to the story of the week through the provision.

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Topic – Under the Water

## Physical

### **Learn to use the toilet with help and then independently.**

Clap and stamp to music.

Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

Build independently with a range of appropriate resources.

Spin, roll and independently use ropes and swings (for example, tyre swings).

Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

Develop manipulation and control.

Explore different materials and tools.

Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

## PSED

### **Find ways of managing transitions, for example from their parent to their key person.**

Express preferences and decisions. They also try new things and establish a sense of self autonomy.

Thrive as they develop self-assurance.

Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.

Feel strong enough to express a range of emotions.

Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Be increasingly able to talk about and manage their emotions.

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.

Develop friendships with other children.

Safely explore emotions beyond their normal range through play and stories.

Are talking about their feelings in a more elaborated ways: "I'm sad because..." or "I love it when..."

## Communication and Language

**Enjoy singing, music and toys that make sounds.**

**Recognise and are calmed by a familiar and friendly voice.**

**Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing, or babbling).**

**Copy your gestures and words.**

**Recognise and point to objects if asked about them.**

Use intonation, pitch and changing volume when 'talking'.

Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.

Understand simple instructions like "give to mummy" or "stop".

Generally focus on an activity of their own choice and find it difficult to be directed by an adult.

Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.

Use the speech sounds p, b, m, w.

Listen to simple stories and understand what is happening, with the help of the pictures.

*Start to say how they are feeling, using words as well as actions.*

*Start to develop conversation, often jumping from topic to topic.*

*Are usually still learning to pronounce: l/r/w/y-s/sh/ch/dz/j/f/th - multi-syllabic words such as 'banana' and 'computer'.*

*Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.*

*Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').*

## Literacy

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Sing songs and say rhymes independently, for example, singing whilst playing.

Pay attention and responds to the pictures or the words.

Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Ask questions about the book. Makes comments and shares their own ideas.

Develop play around favourite stories using props.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to. For example: "That saysmummy."

Make marks on their picture to stand for their name.

## Maths

### **Combine objects like stacking blocks and cups. Put objects inside others and take them out again.**

**Take part in finger rhymes with numbers.**

**React to changes of amount in a group of up to three items.**

**Build with a range of resources.**

Compare amounts, saying 'lots', 'more' or 'same'.

Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Notice patterns and arrange things in patterns.

## Understanding the World

Explore and respond to different natural phenomena in their setting and on trips.

Make connections between the features of their family and other families.

Notice differences between people

## Expressive Art and Design

**Explore a range of sound-makers and instruments and play them in different ways.**

**Move and dance to music.**

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make

Use their imagination as they consider what they can do with different materials.

Make simple models which express their ideas.

### **Maths – Tapestry Challenge**

While on a walk can you see any numbers in the environment? Ask your adult to upload the photos to tapestry.	Can you go on a local walk and see how many birds you spot?	Can you pretend to be a pirate and count how many steps it would take to walk the plank?
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### **Literacy – Tapestry Challenge**

Share a familiar storybook at home and talk to an adult about what you can see in the pictures.	Go on a listening walk. What could you hear?	Can you draw a picture of an underwater animal – ask your adult to upload the picture to tapestry.	Can you make marks that represent your name? Ask your adult to upload this tapestry.
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### **Other Areas of Learning – Tapestry Challenge**

Explore your 'Mini Mash' account.  
Your username and password should be in the back of your purple diary.