

## Communication and Language

- ◆ Talking about our knowledge, experiences and understanding and asking any questions we have
- ◆ Show and Tell posters on Recycling, being Plastic Free, protecting wildlife and marine life
- ◆ 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.

## Personal, Social and Emotional

- ◆ Children are able to adjust their behaviour to different situations and take changes to routines in their stride.
- ◆ Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- ◆ Assign special jobs to children.
- ◆ Showing confidence when being involved in their Graduation.
- ◆ Playing co-operatively in the Underwater Role Play.

## Physical Development

- ◆ Physically sorting materials
- ◆ Using litter pickers
- ◆ Observe safe and hygienic practices when handling rubbish.
- ◆ Use tools effectively and independently when making and creating, including pencils to form letters correctly
- ◆ Sandcastles on the beach.
- ◆ Bouncy beach ball games
- ◆ Sand and water play

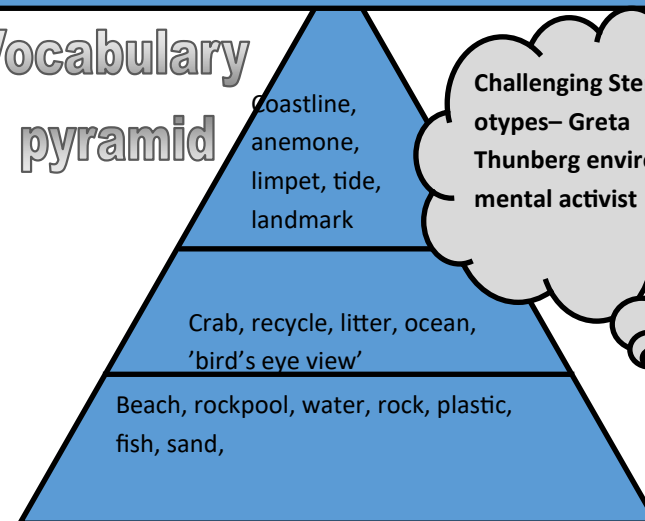
## Understanding the World

- ◆ Key features of the seashore, how are rockpools made?
- ◆ Map our walk to the beach, which landmarks do we pass?
- ◆ Explore our impact on the natural world, visit to Perranporth Museum.
- ◆ 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— Cornish Rock Pools (The Rockpool Project)
- ◆ Exploring using our senses
- ◆ Grouping and classifying wildlife and marine life, other materials that you may find on the beach
- ◆ Map the beach, look at maps of the coastline

# Who lives in a rock pool?

Ogden Trust Science Talk— Terrific Tunes (sounds and water), dissolving discovery (adding things to water).

Vocabulary pyramid



Key texts: Messy Magpie, The Singing Mermaid, Sharing a Shell, One is a Snail Ten is a Crab, At the Beach, Welcome to the Rockpool, Come Away from the water Shirley, Sally and the Limpet

## Expressive Arts and Design

- ◆ Recycled materials craft
- ◆ Messy Magpie song
- ◆ 'Under the sea' art and craft— paper plate art, paper bag art, jelly fish, wax resist paintings, dioramas.
- ◆ Transient art with natural beach objects— collaborative art
- ◆ Recreating the sounds of the seaside using instruments/ making instruments.
- ◆ Beach senses song 'What can you see at the seaside'. Talk about their feelings in response to senses, Anemone song
- ◆ Creating a 'Rockpool Jar'.
- ◆ Artist Study— Tony Plant— Sand art

## Literacy

- ◆ Make posters to encourage others to recycle and refuse single use plastics— persuasive writing.
- ◆ Messy Magpie Story— Twinkl
- ◆ Descriptive writing, poetry writing— Marine life
- ◆ Read information books and information writing— Facts
- ◆ Labelling pictures and diagrams
- ◆ Reading labels
- ◆ Writing reports and recounts— Check that own writing makes sense by re-reading

## Mathematics (additionally see White Rose plan)

- ◆ Sorting materials for recycling
- ◆ Measuring marine life
- ◆ Counting, addition and subtraction games
- ◆ Fishing games/ matching games— number bonds, odds and evens, double facts, distributing quantities (sharing)
- ◆ Data handling— how many anemones did we see? How many crabs were there? How can we record this. Seashore spotting sheets. Estimating and subitising.
- ◆ Counting beyond 20— missing numbers activities

### 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.

## Who lives in a rock pool?

Topic exploring our impact on our environment. We will learn about our beaches, rock pools and oceans and about the importance of protecting them. We will explore recycling, single use plastics and how we can make a difference. Which creatures live on the seashore? Why do crabs have shells? Explore these questions and more in this project about the seashore and the plants and animals that live there. Possible lines of enquiry include:

- seashore plants and animals
- features of the seashore
- water safety
- properties of natural materials
- art using found materials
- pollution

Trip to the Recycling Centre, participate in a Beach Clean.  
Rock Pool Project.

### 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.