

## Personal, Social and Emotional Development

### **Making Relationships**

- Playing ocean themed games that require turn-taking and cooperation
- Creating a class ocean mural through collaboration
- Choosing a friends to work or play with in pair or small group games and activities



### **Self-Confidence and Self-Awareness**

- Taking responsibility for carrying out small assigned tasks/helping with clean up and organisation of activities
- Making choices when presented with self-access activities or a variety of play options

### **Managing Feelings and Behaviour**

- Using toys, puppets, pretend play and stories (e.g. Sharing a Shell by Julia Donaldson) to understand, talk about and resolve conflicts or emotional scenarios



## Physical Development

### **Moving and Handling**

- Playing outdoor games involving moving like different ocean-dwelling animals and plants, and playing in water
- Beginning to develop fine motor control in using mark making equipment, cutting and one-handed tools
- Manipulating a variety of malleable materials such as slime, playdough, cookie dough etc.
- Constructing with large 'sandcastle' building blocks



### **Health and Self-Care**

- Encouraging children to try new or different foods through cooking or baking activities
- Using a water jug and cups at snack time, assisting children to pour their own drink; drinking from an open cup
- Capitalising on children's interest in using the potty or toilet, and encouraging discussion /awareness of bladder or bowel urges
- Encouraging independence in routines, dressing etc.

## Communication and Language

### **Listening and Attention**

- Joining in with familiar or repetitive stories and songs, with and without prompts; Talk4Writing
- Participating in movement activities that require listening and responding



### **Understanding**

- Listening to, and following instructions e.g. at clean up time
- Doing activities that require narration, characterisation and empathy
- Taking part in a field trip to the beach to look for ocean creatures, and discussing how we can care for/clean up our beaches
- Singing songs that include words from languages other than English

### **Speaking**

- Experiencing new vocabulary related to our ocean topic
- Learning to join in with familiar or repetitive phrases in songs and stories

# Our Ocean



## Understanding the World

### **People and Communities**

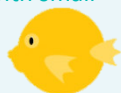
- Re-enacting family and home life and routines through play and creative activities
- Taking care of our school and wider community

### **The World**

- Visiting real places in the wider world of our island home (the beach) and discussing/collating our experiences
- Learning about how we can care for and respect our natural environment
- Enacting wider world scenarios with small world, scientific and sensory play

### **Technology**

- Using a camera to take photos of our creations and experiences
- Creating a class photo project based on our interactions with the natural environment



## Literacy

### **Reading**

- Sharing stories and non-fiction books at circle time, encouraging children to complete/fill in repetitive or familiar phrases or find meaning in pictures and symbols

### **Writing**

- Mark-making in a variety of media, indoors and outdoors
- Beginning to learn to recognise names, and talk about initial letters/sounds
- Making a pictorial sign to educate others about caring for our natural environment

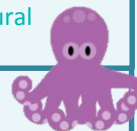
## Mathematics

### **Numbers**

- Beginning to count more abstract things i.e. not objects or people e.g. hops or claps in active/music games
- Learning that objects can be added to and shared out among friends; using language such as *more, less, the same*

### **Shape, Space and Measure**

- Constructing 3D 'sandcastles' and discussing their properties
- Sorting toys and equipment according to shape, colour and size
- Beginning to create patterns with toys and objects based on their properties



## Expressive Arts and Design

### **Exploring and using media and materials**

- Playing musical instruments to accompany songs about ocean life and the beach
- Listening and moving to music that evokes ocean, ocean life and water imagery
- Producing a class ocean scene mural together
- Creating art with textures and media that replicate water and ocean life



### **Being Imaginative**

- Beginning to develop understanding that we can represent ideas or objects through drawing or painting
- Creating stories and scenarios together based on stimuli such as pictures, objects and story baskets
- Using dramatic play to enact 'We're going on a Crab Hunt' based on Michael Rosen's 'We're going on a Bear Hunt'