

Owlets Summer 1 Medium Term Planning (2017-2018) – Under the Sea

	16.04.2018	23.04.2018	30.04.2018	07.05.2018	14.05.2018	21.05.2018
Key Events			Thurs – EYFS Network	Mon – Bank Holiday	Y6 SATS week	Tues – EYFS Cluster Moderation
Personal, Social and Emotional Development	Free-flow choosing time within a planned Early Years Environment provides children with opportunities to develop self-confidence, their sense of self and begin to make established friendships within their class group. Children will make independent choices about their learning by carefully selecting resources both on their own and with others, which will enable them to use and apply their knowledge of the world around them, subsequently leading to a greater level of understanding. Children will converse with one another, negotiate, take turns, learn about each other’s feelings and begin to understand how their actions can affect these.					
Communication and Language	<ul style="list-style-type: none"> • Talk Partners provide regular opportunities for children to converse, discuss and peer assess their learning. Talk Partners are changed half-terminly. • Free-flow choosing time promotes an expanse of communication – listening, talking, responding, understanding • Weekly Spanish lessons planned and taught by Mrs Hamilton (MFL Teacher) • Small group learning provides adult modelling and substantial time to support individual’s needs • Daily phonics teaching, including the introduction and discussion of new vocabulary <p><i>Ideas could include:</i> Small world scene, including tuff tray rock pool, blue fabrics and materials, glass pebbles, drift wood, small world sea creatures in water</p> <p>Role play area such as submarine</p>					
Physical Development	<p>Weekly Physical Education lessons planned and taught by Mrs House (HLTA)</p> <p>Outdoor Environment supporting gross motor development through activities/resources such as: trim trail, bikes and scooters, mud kitchen, stage, den building, large scale construction resources, music station, gardening</p> <p>Sensory/Fine Motor Tray provides children with opportunities to develop muscle tone, develop hand-eye coordination and experience and explore different textures</p> <p><i>Ideas could include: Making waves in water tray, fishing with nets, making salt dough shark teeth, exploring the different textures of shells/pebbles/drift wood, experiencing oil and food colouring in water, playdough fish using cutters and sequins</i></p>					
Literacy (Reading and Writing)	<p>Phonics – Discrete phonics teaching Tuesday-Friday. Opportunities to apply phonological understanding on Monday during Big Write and through regular 1:1 reading</p> <p>Phonics is taught in line with Letters and Sounds, although aspects of other schemes are used such as the Read Write Inc. formation rhymes</p> <p>Home reading encompasses a range of resources including pre-reader books, initial sound packs, a variety of CVC/CVCC/CCVC sound packs and colour banded books</p>					

<p>Weekly BIG Write provides a routine opportunity for children to develop their writing skills as well as apply and use their phonological understanding and awareness.</p> <p>Talk Homework is issued on a Friday – a discussion point/topic/picture for children to talk about at home with their family in preparation for Big Write on Monday.</p> <p>Ideas could include:</p> <ul style="list-style-type: none"> • Find out about your favourite sea creature. What interesting facts can you find out? • The snail slithered – What other words can you use to describe how other animals move? • Imagine you have just dived into the sea. What can you see? • If you could jump on the back of a whale’s tail, where would you like to go? To extend – make a story up about your journey. Who do you meet? What happens? <p>Gold Write (independent writing) is introduced later in the year as a half termly/termly assessment tool; whichever is felt best appropriate for the cohort of children.</p> <p>Daily Story Telling promoting a love of reading/stories and broadening the range of books that children enjoy</p>						
<p>Text – Commotion in the Ocean by Giles Andreae</p> <p><i>Ideas could include:</i> Labelling sea creatures, labelling the parts of a sea creature, playing ‘What am I?’ - sea creature guessing by describing and asking questions, matching sea creatures to their names</p> <p>Leave a treasure chest in room overnight – CAL opportunities for questioning & problem solving</p>		<p>Text – The Snail and the Whale by Julia Donaldson</p> <p><i>Ideas could include:</i> Similes – “rock as black as soot”, labelling parts of a whale, finding out about whales in non-fiction books and online, describing animals in the story – their appearance, movement and texture</p> <p>Tricky words on snails/whales/fish</p>		<p>End of Half Term Assessments</p> <p>To include: phonics update (phase 2 and 3), reading bands and Gold writing</p>		
<p>Mathematics (Number and Shape, space and measures)</p>	<ul style="list-style-type: none"> • Estimating creatures in rock pool • Favourite sea animal survey and pictogram (Purple Mash) – children to do their own on iPads or IWB – group work • Addition 	<ul style="list-style-type: none"> • Teen numbers – tens and units • Addition • Sort the animals (venn diagram) – Which ones can move on land? Which ones can move in water? Which ones can move on/in both? 	<ul style="list-style-type: none"> • Ordering familiar events and time • Weight, including floating/sinking e.g. how many shells can you put on the boat until it sinks? <p>Outdoors</p> <p>Floating and sinking in water tray</p>	<ul style="list-style-type: none"> • Subtraction using physical objects <p>E.g. There were * many fish in the pool but * swam away..</p> <p>2 mermaids were at the rocks, a pirate captured 1, how many now?</p>	<ul style="list-style-type: none"> • Addition and subtraction – the inverse operations 	<p>End of Half Term Assessments</p> <p>To include: number recognition, ordering numbers, shape recognition, 1:1 correspondence</p>

<p>Understanding the World (including Technology)</p>	<p>MFL - Spanish</p> <p>Child-Led Planning</p> <p>What do I know about the sea/oceans already? What would I like to learn? Have I ever been to the beach or the sea life centre and see any of the creatures?</p> <p>Science</p> <p>Sorting animals – sea/land animals</p> <p>Discussion point - Are all animals in the sea fish?</p>	<p>MFL - Spanish</p> <p>Science</p> <p>How do we know what lives in the sea? Or at the bottom of the ocean? – Marine Biologist/submarines/Deep Sea Divers etc.</p> <p>Technology</p> <p>Look at videos online of research under the sea</p> <p>Science</p> <p>Changing states - jelly</p>	<p>MFL - Spanish</p> <p>Geography</p> <p>Where is the sea? How do we get to it? Where does it go? Looking at world maps and land/sea</p> <p>Drawing our own maps</p>	<p>MFL - Spanish</p> <p>Science</p> <p>Exploring the sounds that different materials make inside the rain sticks e.g. rice, dried beans, curled wire, curled pipe cleaners</p> <p>Science</p> <p>Plastic and pollution in the sea – what can we do to prevent this?</p>	<p>MFL - Spanish</p> <p>Technology</p> <p>Programmable BeeBots and themed mats</p> <p>Science</p> <p>What am I? Sea creature guessing game according to features of the animal</p>	<p>MFL - Spanish</p>
<p>Expressive Arts and Design</p>	<p>Art</p> <p>Making sea creatures to hang in classroom – use paint marbling, sequins, glitter and different techniques to achieve a variety of effects</p>	<p>Design Technology</p> <p>Make an edible ocean using jelly and haribo fish</p> <p>Art</p> <p>Make marine biologist pictures</p> <p>Design Technology</p> <p>Scuba diver paper plate masks</p>	<p>Design Technology</p> <p>Junk modelling submarines and boats</p> <p>Art</p> <p>Bubble blowing with straw painting. Use sea creature cut-outs on top</p> <p>Music</p> <p>Sounds of the sea and whale songs – exploring rain sticks</p>	<p>Design Technology/Music</p> <p>Making our own rain sticks</p> <p>Draw our design, make it and then evaluate</p> <p>Art</p> <p>Design your own sea creature – draw it, make it, describe it</p>	<p>Design Technology</p> <p>Making our own sea creature felt puppets</p>	<p>Design Technology</p> <p>Making our own sea creature felt puppets</p>