

## Personal, Social and Emotional Development

School and class routines and code of conduct.

Taste some sea food and seaweed (ALLERGY AWARENESS.) Ask the children what they think of it? Does it taste nice? Would you choose to eat it? If you were a fish or shark what would you like to eat? How could we look after the sea? Discuss litter, boats and other pollution.

## Physical Development

To further to develop fine and gross motor skills using a selection of equipment.

Water tray with plastic sea creatures, pebbles, shells, pots and funnels for transferring and tipping water.

Sensory tray with sea related items.

Think about how different sea creatures move around and move like they do. Think about, sharks, eels, jelly fish, octopuses and crabs.

Do morning exercises to pirate music.

Pretend to be mermaids and merboys.

## Communication and Language

To further develop listening and attention, understanding and speaking skills at different times and places in class and around school/ETB sessions/phonics groups/key person groups.

Carpet rules – good sitting, good looking and good listening – particularly at key learning times.

New language: Ocean, waves, sea, sand, waves and names of sea creatures...

Has anyone been to the seaside? Has anyone seen a sea creature? What were they? Has anyone been to the sea life centre? Talk about trip to Blackpool/sea life centre. How does that make you feel? What will we see?

What sounds do sea creatures make? Can we make sounds like that?

If we went under the sea what would we need? Diving gear or an oxygen tank...

## Mathematics

To recite number names in order

To know that numbers identify how many objects are in a set.

To make arrangements/pictures using 2D shapes.

To name 2D shapes.

Use pebbles and shells to make groups of sea items 1-5 and 1-10.

Sequence shells and pebbles by size.

Talk about the size of different sea creatures. Use mathematical language like long and short, big and small.

Talk about sea creatures and count a shark's teeth, octopus and jelly fish tentacles...

Weight-Light and heavy comparisons

Capacity-Full, half full, empty comparison

Positional language-Using language related to position and direction

## Literacy

- Phonics Phase 1-2
- Read stories linked to sea creatures -fiction and facts
- Starry Eyed Stan-Twinkl resource
- To repeat words or phrases from familiar stories.
- Adult to model writing whenever they can.
- Introduce a time line and sequence a story.
- Use paint brushes and water and chalk to paint letters and cvc words outdoors

Letters in the sand-children to say the sound the letter makes or make cvc words and blend to read.



Under the Sea and  
Blackpool

## Expressive Arts and Design

Junk model and playdough sea creatures. Build a pirate ship outdoors with large boxes, planks and crates. Sing songs about the sea creatures.

Listen to the sound that the sea, shells and pebbles makes.

Make a sea world picture using a variety of resources-children to choose. Paint a picture of a sea creature. Handprint jelly fish.

Bubble printing.

Role play being merpeople, sea creatures or a pirate.

## Understanding the World

Look at the creatures that live under the sea. Could we live under the sea? Can you breathe under the water? Choose a sea creature and follow the life cycle. Watch a video clip of David Attenborough-Blue Planet. Is there more water or land on planet earth? Look at a globe to see the different oceans and talk about the warm and cold climates. Do you find different creatures in warm and cold oceans?

**Celebrate everyone's achievements by having a party and trip to 'Wild Boar Park'.**

**Class  
Nursery**

## Can you help?

Talk about our topic and do own research – books, computer, iPad