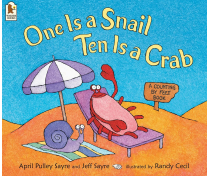

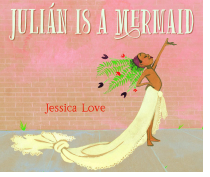

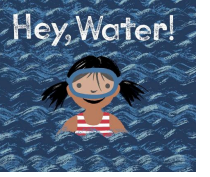
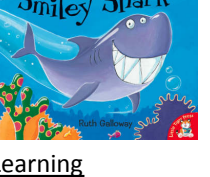
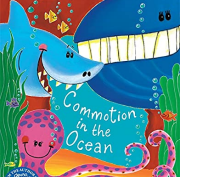




Key books	<u>Sharing a Story</u>	<u>Sharing a Story</u>	<u>Sharing a Story</u>	<u>Sharing a Story</u>	<u>Sharing a Story</u>	<u>Sharing a Story</u>	<u>Sharing a Story</u>							
	<u>Core Text:</u> One is snail ten is crab	<u>Core Text:</u> The sandcastle that Lola built	<u>Core Text:</u> Julian is a mermaid	<u>Core Text:</u> Somebody swallowed Stanley	<u>Core Text:</u> Hey, water!	<u>Core Text:</u> Smiley Shark	<u>Core Text:</u> Commotion in the ocean							
							<u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play	<u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play	<u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play	<u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play	<u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play	<u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play	<u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play	<u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play
<u>Key vocabulary:</u> <ul style="list-style-type: none"><li>● Person</li><li>● Crab</li><li>● Claws</li><li>● Tens</li><li>● One Hundred</li><li>● Counting</li></ul>	<u>Key vocabulary:</u> <ul style="list-style-type: none"><li>● Tall</li><li>● Sea Glass</li><li>● Frisbee</li><li>● Protect</li><li>● Bulldozer</li><li>● Moat</li><li>● Surrounds</li></ul>	<u>Key vocabulary:</u> <ul style="list-style-type: none"><li>● Mermaid</li><li>● s</li><li>● Our stop</li><li>● Idea</li><li>● Parade</li></ul> <p><u>Prompts: Is</u> <i>Julian a boy's</i></p>	<u>Key vocabulary:</u> <ul style="list-style-type: none"><li>● Tentacles</li><li>● Swallowed</li><li>● Vast</li><li>● Seabed</li><li>● Wrinkly</li><li>● Footsteps</li><li>● Kite</li></ul>	<u>Key vocabulary:</u> <ul style="list-style-type: none"><li>● Sprinkler</li><li>● Hose</li><li>● Stream</li><li>● Lake</li><li>● Dewdrop</li><li>● Steam</li><li>● Fog</li><li>● Iceberg</li><li>● Rink</li></ul>	<u>Key vocabulary:</u> <ul style="list-style-type: none"><li>● Dipped</li><li>● Dived</li><li>● Darter</li><li>● Shivered</li><li>● Cartwheel</li><li>● Fisherman</li><li>● Safe</li></ul>	<u>Key vocabulary:</u> <ul style="list-style-type: none"><li>● Commotion</li><li>● Ocean</li><li>● Wreck</li><li>● Sideways</li><li>● Skewer</li></ul>								

			<i>name or a girl's name? Is HE a mermaid?</i>				<ul style="list-style-type: none"> <li>• Surface</li> <li>• Barnacles</li> </ul>
<b>Maths</b>	<b>Order time</b> My day - order events What comes before What comes after	<b>Before and after</b> Children explore what comes before and after using a number line. Jump along the number line to find out what comes after. Find the missing number by looking at what comes after. Children can count backwards to work out what number comes before.	<b>Positional Language</b> On or under - children can place objects on or under a chair or table. In front or behind - children explore whether objects are in front of or behind another object.	<b>Positional Language</b> In or out - children explore whether an object is inside or outside of a bag or basket.	<b>More or fewer</b> Children can identify which set has more and which has fewer in a set.	<b>Number Formation and maths symbols</b> +/-/= Children can recognise and name maths symbols and begin to form numerals using number rhymes.	<b>Consolidate</b>
<b>Key Vocabulary:</b> Before, next, first, after, last, in, on, under, across, behind, in front, above, next to, more, fewer, add, take away, equals, symbol							
<b>PSED</b>	<u>Jigsaw</u> Session 1 - My Body <u>Learning intention:</u> I can name parts of the body.	<u>Jigsaw</u> Session 2 - Respecting my body <u>Learning intentions:</u> I can tell you some things I can do and	<u>Jigsaw</u> Session 3 - Growing Up <u>Learning intention:</u> I understand that we all grow from babies to adults.	<u>Jigsaw</u> Session 4 - Fun and Fears (part1) <u>Learning intention:</u> I can express how I feel about moving to Reception/ year 1.	<u>Jigsaw</u> Session 5 - Fun and Fears (part2) <u>Learning intention:</u> I can talk about my worries and or things I am looking	<u>Jigsaw</u> Session 6 - Celebration <u>Learning intention:</u> I can share my memories about my best bits about Nursery/ Reception	

		some foods I can eat to be healthy.			forward to about Reception/ year 1.		
<b>Key Vocabulary:</b> Healthy, unhealthy, shoulder, elbow, thigh, knee, ankle, neck, grow, toddler, teenager, adult, nervous, excited, worried, emotions, memories							
<b>UTW</b>	<b>Seaside Maths</b>  Shells for counting opportunities.  <b>Skill:</b> Counting on in 1's  <b>Prompts:</b> What comes next? What will one more be?  <b>Knowledge:</b> I can count on from 1 to 10 and fast subitise to 3.	<b>Wish you were here</b> Display a range of seaside postcards. Explain that people often send postcards to their friends and family members when they go on holiday so that people can see where they have been and what they have been doing. Children design their own postcards. <b>Skill:</b> Talk about their pictures and give meaning to marks. <b>Prompts:</b> Have you ever sent or received a postcard? Who will you send your	<b>Mermaids</b> Read Julian is a mermaid  <b>Prompts:</b> Is Julian a boy's name or a girl's name? Is HE a mermaid?  <b>Link to pride,</b> are toys girls and boys toys or are they for everyone?	<b>Save our seas</b> Share the story 'Somebody swallowed Stanley' <b>Skill:</b> Show care for living things and the environment. <b>Prompts:</b> Why is it important to throw litter in the bin? What can happen to wildlife if we leave litter on the beaches? <b>Knowledge:</b> Leaving litter can harm plants and animals.	<b>Water</b> Look at water, where does it come from. Look at earth, seas and oceans. Look at our local rivers. <b>Skill:</b> Understand that water runs <b>Prompts:</b> How can we get the water from one place to another? Will water run up as well as down? <b>Knowledge:</b> I can use pipes and connectors to make water move. I can work cooperatively with others and take turns.	<b>Who lives in the ocean?</b> Encourage the children to name and describe some of the animals and ask questions to find out more (print picture cards) <b>Skill:</b> Talk about things they observe using simple scientific vocabulary. <b>Prompts:</b> Can you name the animals? Which is your favourite? Why? <b>Knowledge:</b> The ocean is the body of salt water that covers over two thirds of the Earth's surface. Marine animals are animals that live in the seas or oceans.	<b>What can you do at the beach?</b> <a href="#">Beach</a> Watch the video and discuss beach days, what they like to do at the beach. Share photos sent in from home. <b>Skill:</b> Compare similarities and differences of here and the beach. <b>Prompts:</b> Have you ever visited a beach? Was the beach pebbly or sandy? What did you do at the beach? What activities can you do at the beach? How is the beach different from where we live?

		<p>postcard to? What will you write?</p> <p><b>Knowledge:</b> Marks can represent thoughts and emotions. Marks have meanings that you can explain to someone else.</p>					<p><b>Knowledge:</b> A beach is a pebbly or sandy shore, especially by the sea.</p>
<p><b>Key Vocabulary:</b> One more, one less, mermaid, ocean, sealife, environment, litter, harmful, flows, trickles, gushes, build, postcard.</p>							
Forest School	<p><b>Activity:</b> Flower pressing</p>	<p><b>Activity:</b> <u>Colours of nature scavenger hunt.</u> Provide children with coloured wheels and allow children time to match the wheel to colours outside. e.g. rocks, grass, flowers</p>	<p><b>Activity:</b> <u>Nature Weaving -</u> Fine motor activity. Prep cardboard rectangles with elastic bands spaced evenly. Encourage children to forage for different things in the forest they can weave onto their board.</p>	<p><b>Activity:</b> <u>Den building</u> Use different materials to make dens. Look at simple knot tying</p>	<p><b>Activity:</b> <u>Explore</u> Spot similarities and differences since our last visit to the forest</p>	<p><b>Activity:</b> <u>Fairy Garden</u> Create fairy doors for our forest area</p>	<p><b>Activity:</b> <u>Explore</u> Spot similarities and differences since our last visit to the forest</p>

Key Vocabulary: Press, dried flower, match, weave, tuck, knot, shelter, similar, different								
Art Focus	<b>Art</b> <b>Lesson 4:</b> <b>Designing Animal Sculptures - observing and drawing animals</b> LO: To generate inspiration and conversation about what they see in animal pictures and encourage them to draw their own versions.	<b>DT</b> <b>Lesson 4:</b> <b>Investigating boats</b> LO: To investigate boats and notice how they float on top of the water	<b>Art</b> <b>Lesson 5:</b> <b>Creating animal sculptures</b> LO: To begin experimenting with clay - how does it feel, what happens if it's too wet or too dry? How can it be manipulated?	<b>DT</b> <b>Lesson 5:</b> <b>Designing boats</b> LO: To use pictures and models of boats to use marks to create their own versions.	<b>Art</b> <b>Lesson 6:</b> <b>Animal sculptures</b> LO: To revisit clay, this time thinking about how they could model it to make a 3D clay sculpture.	<b>DT</b> <b>Lesson 6:</b> <b>Creating and testing boats</b> LO: To create a boat based upon their own designs.	<b>Art</b> <b>Lesson 7:</b> <b>Painting their sculptures</b> LO: Use paints to add colour to their dried clay models.	
	Key Vocabulary: Flatten, join, pinch, smooth, squash, roll, rub, 3D, model, float, sink, sail, Monet, waterlily							
	Artist of the half term: <b>Claude Monet</b>							
