

Blackboy; CofE School - Medium Term Planning – Class 1 – Term 5 – Under the Sea

Key Texts: Rainbow Fish; Tiddler; Commotion in the Ocean; Mister Seahorse; Douglas the Deep Sea Diver; Barry the Fish with Fingers; Sharing a Shell; Hooray for Fish.

Context for this planning: Children will be learning about the seaside. They will think about creatures that live under the sea and on the seashore. Children will be encouraged to share their own experiences of trips to the beach.

Prime Areas

Personal, Social and Emotional Development

Intended Learning & Differentiation:

MR ELG:

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

SC&SA ELG

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. They say when they do or don't need help.

MF&B ELG

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Environment/provision:

Literacy & topic adult led activities/ PSHE sessions – 'what makes us and others unique'/ sharing blank board home-learning /Creative area / deconstructed role play /ambiguous, open ended resources/ Forest school / school trip

Adult Role:

Encourage children to reflect on successes through questioning and modelling / adult led focuses to discuss emotions / set up group activities and tasks that require cooperation and teamwork /ensuring modelling of describing feelings and ways to manage them through circle times.

Communication and Language Development

Intended Learning & Differentiation:

L&A ELG

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

U ELG

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

S ELG

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Environment/provision:

Seaside poetry and songs/ role play areas – beach & seaside cafe / Watching & listening children share 'blank board' learning / listening station story CDs/ new story baskets/ whole school assemblies

Adult Role:

Ask how and why questions / Model creating a narrative for role play situations / model and explain new vocabulary / read stories/ model use of new story baskets

Physical Development

Intended Learning &

Differentiation:

M&H ELG

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

H&SC ELG:

children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Environment/provision:

Creation station/ deconstructed role play/ snack table / PE lessons/ Forest school / mobile writing pots/ outside writing station/writing opportunities in all areas/phonics sessions/ 3D sculpture challenge / Eric Carle art project / large construction materials outside / Picnic basket and café role play

Adult Role:

PSHE & PE adult led sessions/ discussions at snack table and in lunch hall / always modelling correct letter formation and pencil grip in phonics sessions & adult directed writing tasks / encouraging children to dress independently for PE and Forest school – model how to do buttons

Specific Areas

Literacy Intended Learning:

R ELG

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

W ELG

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Environment/provision:

Daily story times / new book baskets / phonics sessions / outside writing trolley/ mobile writing pots/ roleplay areas / labels for models / access to mark making resources throughout provision / word mats / tricky words on display / letters displayed / handwritten signs / variety of text types / key words

Adult Role:

praise every mark made, encourage & facilitate mark making opportunities (e.g. labels for models, lists or signs in role play etc.) learning walks to find print in the environment/ 5 a day/ phonics/ adult led writing groups/ encourage parents to engage with reading and writing at home / following children's interests / spotting opportunities to get children reading and writing

Mathematics Intended

Learning:

N ELG

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

SSM ELG

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Environment/provision:

Maths challenges / numbered pegs in role play / maths directed sessions / maths games / numberlines inside and outside / maths resources in roleplay/ capacity resources in water and sand trays/ hopscotch / maths displays / maths books inside and out / maths related finger strong activities / make maths visible – price menus and coins in café/ numbered shells / large wooden shaped blocks

Adult Role:

Direct teaching / model using language to describe mathematical concepts/questioning/ introducing new maths resources and how to use them/ regularly referring to 'measures' vocabulary (e.g. time / height / capacity) / shape hunts / spotting opportunities to engage in maths in continuous provision

Understanding the World

Intended Learning:

P&C – ELG

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

W ELG

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants. They can explain why some things occur and talk about changes.

T ELG

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Environment/provision:

Themed role plays / trip/ books / blank board display/ access to ipads & talking tins for recording ideas & events / café role play / CD player / Beebots / Computers and laptops / mud kitchen / rockpool / garden / forest school area

Adult Role:

Talk time about Easter holidays / Pre-learning celebration time / Assemblies/ subject specific direct teaching focuses (e.g. science – materials) / model use of ICT resources / model use of appropriate language

Expressive Arts and Design

Intended Learning:

EMM – ELG

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

BI ELG

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Environment/provision:

Creation area – access to a range of materials and tools / Role play areas / Deconstructed role play / Easels outside / 3D sculpture challenge / easy access to resources /ambiguous resources / mud kitchen / instruments / CD player

Adult Role:

Modelling designing sculptures / model shaping and developing models e.g. cutting pieces, painting, covering etc / encouraging children to discuss observations & effects /modelling how to use new role play area / introduce new & appropriate language / provide opportunities to listen and create music /