



How many shells are on the beach?



Under the Sea

Personal, Social and Emotional Development

Basic Knowledge:

With support, I will begin to develop appropriate ways of being assertive

With support, I will begin to talk to others to help to solve conflicts.

How to help:

Learning how to deal with conflict is an essential skill to learn and part of growing up. It helps children to develop empathy for others, builds self-confidence and fosters problem solving. Talk to your child about the consequences of their actions and how it is ok to feel different emotions.

Key Vocabulary:

- Share
- I like
- I want
- I need



Physical Development

Basic Knowledge:

I will begin to show a preference for a dominate hand. I am beginning to form recognisable letters from my name. I will become increasingly independent as I get dressed and undressed, for example, putting my own coat on and zipping it up. I will explore making healthy choices about food, drink, activity and tooth brushing

How to help:

Try fun ways to encourage your child to practise their letter formation. Use dry wipe markers on a mini whiteboard or try shaving foam or flour on a black baking tray. Use chalks on the flagging area outdoors. Talk to your child about the importance of keeping healthy. Involve them in making healthy snacks and support them to brush their teeth morning and night.

Key Vocabulary:

- Teeth
- Healthy
- Brushing
- Keeping Fit
- Exercise



Communication and Language Development

Basic Knowledge:

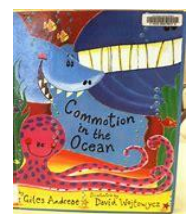
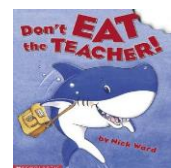
I will listen to longer stories and talk about them. I will recite favourite songs linked to the under the sea theme. I will explore saying sounds such as: - r, j, th, ch and sh. I will explore multisyllabic words such as 'Pterodactyl' 'planetarium' 'hippopotamus'. I will learn how to express a point of view effectively. I will learn to use a wider range of vocabulary and use this to talk about what I have learnt.

How to help: When you're sharing a story with your child, ask them why they think something has happened or what might happen next. At the end of the story, encourage them to talk about the structure of the story. What happened at the beginning? Then what happened? How did the story end? Talk about the meaning of new words.

Suggested Texts - The Rainbow Fish by Marcus Pfister, The Smiley Shark by Ruth Galloway, Tickle Octopus by Ruth Galloway, Commotion in the Ocean by Giles Andreae, Tiddler by Julia Donaldson, Sharing a Shell by Julia Donaldson, Don't Eat the Teacher by Nick Ward, There's a Shark in the Bath by Sarah McIntyre, Winnie at the Seaside by Valarie Thomas, Barry the Fish with Fingers by Sue Hendra. There was an Old Lady who Swallowed the Sea by Pam Adams.

Key Vocabulary:

- Why?
- What?
- When?
- Tell me



Literacy

Basic Knowledge:

I will begin to understand that print can have different purposes. For example, making shopping lists and exploring logos. I will experiment with words with the same initial sounds, such as money and mother (alliteration) I will spot and suggest rhyme in stories and games. Through play, I am beginning to explore blending and segmenting words. I can scribe recognisable letters from my name.

How to help:

Explore rhyming picture books with your child. Point out words that rhyme. Practise making up their own nonsense rhyming words. Play the game I-spy exploring initial sounds in words.

Help your child to create a pretend shopping list. Play with the initial sounds in words.

Key Vocabulary:



- Blend
- Segment
- Rhyme

Mathematics

Basic Knowledge:

I am beginning to link numerals and amounts. For example, showing the right number of pencils to match the number five on the pencil pot. I can select shapes appropriately, flat surfaces for building a triangular prism for a roof etc. I will begin to use informal and mathematical language to talk about 3D shapes i.e. sides, corners, flat, round, sharp, pointy and curvy. I can combine shapes to make new ones - an arch, a bigger triangle etc

How to help:

Ask your child to get you a number of things, and emphasise the total number in your conversation with the child i.e. can you get four spoons please! Encourage your child to play freely with blocks, shapes, shape puzzles and shape-sorters. Join in their play and support and discuss questions like: "What is the same and what is different?" Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them.

Key Vocabulary:

- sides
- corners
- flat
- round
- sharp
- pointy
- curvy

Understanding of the World

Basic Knowledge:

I will show an understanding that many different living creatures live under seas and oceans around the world. I will be able to identify some under the sea animals such as fish, octopus, jellyfish, puffer fish, sea horse, starfish, turtle, squid, clownfish, crab and shark. I will tell you some basic facts about a few under the water creatures. I will explore and talk about different forces I can feel i.e. using straws to move small world boats/polystyrene balls. Exploring floating and sinking.

How to help:

Visit your local library and find fact books about animals and plants that you may find under the sea. See if you can find some of the books from our book list to read at home. Take a trip to the seaside to spend time on the beach. Look for shells to count. You could even visit an aquarium.

Key Vocabulary:

- Sea
- Ocean
- Pufferfish
- Octopus
- Shark
- Seahorse
- Jellyfish
- Squid
- Clownfish
- Coral
- Float/sink
- forces

Expressive Arts and Design

Basic Knowledge:

I will join up lines on paper to make different shapes and will use these shapes to represent objects i.e. "This is an Octopus. Those lines are the tentacles"
I will use construction toys to create houses/enclosures. I will sing along to under the sea songs.

How to help: Talk to your child about the marks they have created. Draw with them. Give them a running commentary of what you have noted..... "Oh that looks interesting... I see you have created a big circle. Is that a puffer fish? Are those lines it's spikes"

Key Vocabulary:

- Build
- Vertical
- Horizontal
- Enclosure

