

## Personal Social Emotional Development (PSED)

- Investigating things and natural materials found on beach. Compare different shells with magnifying glasses. Children make observational drawing.
- Children talk about the things they can do in the sea. Look at the world identify home and find islands and discover how much of the world is covered in water. Earth finger painting activity.
- Explore different sea creatures. Create a wishing rock pool. What would you wish for?
- Read about famous pirates talk about what it must have been like to be a pirate. Role play some scenarios.
- Children will listen to the story of Robinson Crusoe. Discuss will make prediction s of story and discuss the characters feelings throughout. What would it be like to be on a desert island what would they need to do to survive make a class list to display. Role play outside
- Dressing dolls to be safe in the sun, using brochures children create pictures of beach scenes with children being safe in the sun.
- At party presentation of books celebration of children's achievements.

## **The Story of Pirates at the Seaside.**

**Topic Web SPRING 2 2016-17**

### Physical Development (PD)

- Children will practice moving like different creatures of the sea.
- Walking along sea wavy lines. Dribble balls and balance ball on rackets along line. Exploring patterns made by shells pressed into playdough.
- For role play area felt symmetrical star fish. Playdough sea creatures.
- Following maps over different obstacles and finding buried treasure. Making treasure and gem using collage techniques.
- Pirate games, Treasure Island game, sharks game.
- Creating beach music using different percussion instruments. Making instruments from things found on the beach.
- Play party games-volley ball ready for party.

### Communication and Language (CL)

- Read Sand horse, children identify the places the sand horse goes to and locate on map- children to find other places they know on a map of the UK. Children will sequence the story of the sand horse making extra predictions through role play, and using conversation area.
- Beach poetry- children will create sand and feeling poems. Children will find words that rhyme with sea to create rhyming couplets. Share fiction and on-fiction books together to create a beach of information using table cloth and conversation station.
- Children will create their own bag ready to set sail on pirate ship. Make a list of things they will need- Extend by adding adjectives and purposes for items. Read sea creature books 'Sea horse'- Children create their very own sea creatures and label or write description.
- Read Night Pirates and That's not my Pirate. Children create wanted posters. Describing- thinking about connectives used and larger sentences. Extend with having children pretend to read out on radio.
- Read Jolly postman/Katie Morag delivers. Children looking at different types of letters and postcards and writing a note to put in a bottle. Creating own treasure maps and postcards.
- Making safety posters, folded leaflets on safety, role play different ways to be safe at beach, take photographs to make scenes
- Making party invitations, decorations, write sandwich recipes to make food.

## Understanding the World (UW)

- Using ICT to locate different beaches in the UK. Making posters of attractions found from website.
- Sea water investigation, observational drawing of pebbles and shells.
- Paper plate sea creatures. Making Lego to scale boats to set sail in.
- Children will be trying to keep an ice cube frozen by testing out different methods of insulations
- Exploring floating and sinking looking at different rafts and building them. Children compete in raft race. Children will be challenged through problem solving.
- Ocean in a bottle- Children will make own ocean scene in a bottle using shells and sand and sea creatures.
- Making ice lollies with horrible pirate foods (role play)

## Expressive Arts & Design (EAD)

- Horse sponge painting, children will look at making different shades of blue and green using white and black paint.
- Magic sand patterns, Making pebble paper weights ready for Father's day.
- Children looking at Hokusai's 'the great wave'. Children printing their own versions.
- Children will be making pirate hats cutlass and eye patch from paper and card
- Pirate dancing- follow pirate instructions using correct vocabulary. Singing sea shanties
- Making sunhats and flip flops
- Making masks, eye patches role play dress.

## Mathematics (M)

### **Nursery Number**

Counting sets - one to one correspondence

### **Matching number to quantity SSM**

Identifying/comparing/describing shapes

Language of size/measure

Orders sequence of events

### **Reception:**

### **Numbers**

Children count reliably with numbers from one 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**

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.

## Literacy (L)

### **Nursery**

Writing

Mark Making / writing letters

Writing own name

### **Reading**

Name recognition

Concepts about print

Story structures

Describe settings

### **Reception:**

### **Writing:**

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.

**Reading:** 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 an understanding when talking with others about what they have read.