

Why is the sea blue?

WOW	Water day Trip to the beach	Sticky knowledge and deeper understanding
LC1	What would you see at the seaside?	The sea surrounds our country as we are an island. The seaside has pebbles or sand and salty sea water.
LC2	Where is the seaside?	Train ride We live on an island. We are surrounded by the sea. The seaside is at the coast.
LC3	What lives under the sea?	Fish live under the sea and large mammals like whales, sharks and dolphins. Plants live under the sea and shells.
LC4	How did people enjoy the seaside in the past?	People used to wear their best clothes to walk along the beach. Women wore bloomers in the past to the beach and long swimming costume. People got changed in beach huts.
LC5	What can we do with water for?	Water day Ice comes from water. We wash clothes with water. Water is good for us and healthy for us to drink. We can make bubbles with water and soap. We water plants with water to help them grow.
LC6	Reflection	

Books

The Train Ride by June Crebbin
Pig in the Pond by Martin Waddell
Rainbow fish by Marcus Pfister
Noahs Ark
Commotion in the ocean
Snail and the whale Julia Donaldson
Barry the fish with fingers
Octopants
Tiddler
Don't eat the teacher
Kippers beach ball
Magic bubbles
Hooray for fish
fidgety fish
Seaside holidays now and then

key vocabulary

Splish splash
Holiday
Bubbles
Travel
Train
Noah
Miracle
Boat
Ark
Water
Sea
Puddle
Drip drop
Ocean
Fish
Wave
Past
Bloomers
Beach hut

Personal, Social and Emotional Development

Building Relationships

Rising Three's

- I can enjoy the company of other children and am beginning to play with others?
- I can play cooperatively with a familiar adult (e.g. rolling a ball back and forth).
- I can start to form a special friendship with another child.

Nursery

- I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- I can initiate play, offering cues to peers to join me.
- I can keep play going by responding to what others are saying or doing.
- I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- I can play alongside others
- I can join in pretend play.

Reception

- I can work and play cooperatively and take turns with others;
- I can form positive attachments to adults and friendships with peers;
- I can show sensitivity to their own and to others' needs.

Self Regulation

Rising Three's

- I can start to separate from my main carer with support and encouragement from a familiar adult.
- I can express my own preferences and interests.
- I can demonstrate a sense of self as an individual (e.g. wants to do things independently, says, 'No' to adult).
- I can explore new toys and environments, but I 'check in' regularly with a familiar adult as and when I need to.

Nursery

- I am aware of my own feelings, and know that some actions and words can hurt others' feelings.
- I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.
- I can usually adapt my behaviour to different events, social situations and changes in routine.

Reception

- I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly;
- I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate;
- I can give focused attention to what the teacher says, responding appropriately even when engaged in activity,
- I can show an ability to follow instructions involving several ideas or actions.

Managing Self

Rising Three's

- I can express a growing sense of will and determination, which may result in feelings of anger and frustration, which are difficult to handle (e.g. may have tantrums).
- I can respond to a few appropriate boundaries, with encouragement and support.
- I can seek comfort from familiar adults when needed.

Nursery

- I can select and use activities and resources.
- I enjoy the responsibility of carrying out small tasks.
- I am confident to talk to other children when playing
- I am more outgoing towards unfamiliar people and more confident in new social situations.
- I can show confidence in asking adults for help.
- I welcome and value praise for what I have done.
- I can be appropriately assertive towards others.
- I can put on my coat.

Reception

- I am confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- I can explain the reasons for rules, know right from wrong and try to behave accordingly;
- I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Activities

- 1 – roleplay dressing and undressing – have to put on helmets or take shoes on and off to play in sand.
- 2 – roleplay sharing resources and forming good relationships with otherstaking turns
- 3 – what do children already know – spider diagram and then add more after looking as a group at non-fiction books.
- 4 – floorbook – seaside in the past
- 5 – making ice lollies - taking turns

Communication, Language and Literacy

Listening, Attention and understanding

Speaking

Rising Three's

*I can show that I understand action words by pointing to the right picture in a book. For example: "Who's jumping?"
I can shift from one task to another if you get my attention. Using the child's name can help: "Jason, can you stop now? We're tidying up".*

Nursery

- I can turn my head and focus on adults and friends as I speak and play, responding to comments.
- I can listen to and follow directions.
- I can remember and join in with rhymes and familiar stories.
- I can find the right tool for a job.
- I can follow instructions using prepositions.
- I can respond to a string of requests one after another (not quickly).
- I can ask and respond to 'why' questions.
- I can follow a story with props and pictures.
- I can show interest in the lives of other people or events.
- I can see some similarities and differences between people.
- I can operate a CD player or MP3 player and show understanding of the remote controls.
- I can show interest in other technological items

Reception

- I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- I can make comments about what I have heard and ask questions to clarify my understanding.
- I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers

Rising Three's

*I can link up to 5 words together?
I can use around 300 words? These words include descriptive language.*

Nursery

- I can start to link simple sentences.
- I can explain in simple sentences what happened and what might happen.
- I can use vocabulary to express imaginary events in play.
- I can engage in imaginary role play sometimes building stories around toys and objects.
- I can use sentences of four to six words e.g. "I want to play with cars" or "What's that thing called?"
- I can use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".
- I can use the future and past tense: "I am going to the park" and "I went to the shop"?
- I can answer simple 'why' questions?

Reception

- I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary;
- I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.

Activities

- 1- Magic Beach story and children to talk about what will will happen next and use vocab from story
- 2 – fact file about the seaside.
- 3 – listen and learn about specific creatures – shark, octopus, jelly fish.
- 4 – sorting hoops seaside pictures from now and in the past to sort into piles
- 5 – following instructions to make ice lolly

Physical Development

Gross Motor		Fine Motor	
<p style="text-align: center;">Rising Three's</p> <ul style="list-style-type: none"> • I can attempt to kick a large ball. • I can start to run safely. • I can squat with steadiness to rest or play with an object on the ground and rise to my feet without using hands. <p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • I can stand momentarily on one foot when shown. • I can catch a large ball/object. • I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. 	<p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> • I can negotiate space and obstacles safely, with consideration for myself and others; • I can demonstrate strength, balance and coordination when playing; • I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p style="text-align: center;">Rising Three's</p> <ul style="list-style-type: none"> • I can start to turn pages in a book, sometimes several at once. • I can begin to use a palmer grasp <p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • I can use one-handed tools and equipment, e.g. make snips in paper with child scissors. • I can hold a pencil near the point between first two fingers and thumb and use it with good control. 	<p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> • I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • I can use a range of small tools, including scissors, paint brushes and cutlery; • I can begin to show accuracy and care when drawing.

Activities

- 1 – cut out their own bucket and spade – nursery to make snips.
- 2 – colour in a map of the uk
- 3 – under the sea fish masks for cutting
- 4 – coconut shy – throwing a ball and knocking off the coconut.
- 5 – washing clothes outside scrubbing squeezing and hanging on the line

Literacy

Word Reading

Nursery

- I can join in with rhymes and stories.
- I can identify rhymes.
- I can join in with the rhythm of well known rhymes and songs.
- I can recognise my own name.

Reception

- I can say a sound for each letter in the alphabet and at least 10 digraphs;
- I can read words consistent with my phonic knowledge by sound-blending;
- I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

Comprehension

Rising Three's

- I can show that I am interested in books and rhymes and may have favourites

Nursery

- I can hold a book, turn the pages and indicate an understanding of pictures and print.
- I can tell a story to friends.
- I can make suggestions about what might happen next in a story.

Reception

- I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary;
- I can anticipate – where appropriate – key events in stories;
- I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Writing

Rising Three's

- I can distinguish between the different marks I make.

Nursery

- I can tell an adult what I have drawn or painted.
- I can begin to recognise a capital letter at the start of my name.
- I can identify sounds from my own name in other words.
- I can ascribe meaning to other marks, like on signage.
- I can start to write identifiable shapes and letters.
- I can use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- I can write my first name from memory
- I can use pincers, tweezers and threading equipment with increasing control and confidence.
- I can copy shapes, letter and pictures.
- I can write some letters accurately

Reception

- I can write recognisable letters, most of which are correctly formed;
- I can spell words by identifying sounds in them and representing the sounds with a letter or letters;
- I can write simple phrases and sentences that can be read by others.

Activities

- 1- Magic Beach story and children to talk about what will will happen next and use vocab from story
- 2 – fact file about the seaside.
- 5 – reading instructions to make ice lolly

Mathematics

Number

Numerical Pattern

Rising Three's

- I know that things exist, even when out of sight.
- I am beginning to organise and categorise objects (e.g. putting all the teddy bears together or teddies and cars in separate piles).
- I can say some counting words randomly.
- I can select a small number of objects from a group when asked (e.g. 'please give me two').

Nursery

- I can use number names to 10 and sometimes count accurately.
- I can represent numbers using marks, fingers or digits.
- I can say when two small groups have the same number of objects.
- I can identify numerals in the environment.

Reception

- I can show that I have a deep understanding of number to 10, including the composition of each number;
- I can subitise (recognise quantities without counting) up to 5;
- I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Rising Three's

- I can attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.
- I can use blocks to create my own simple structures and arrangements.

Nursery

- I can talk about the routine of the day and use language like 'before' and 'after'.
- I can use comparative language like 'tall', 'short'.
- I can start to find appropriate shapes for certain tasks.
- I can start to make more meaningful pictures, patterns and arrangements with shapes.
- I can copy a pattern.
- I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- I can count forwards to ten.
- I can describe a familiar route
- Make comparisons between objects relating to size and length weight and capacity.

Reception

- I can verbally count beyond 20, recognising the pattern of the counting system;
- I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- I can recall names for 2D and 3D shapes and I can use some of the terms to describe some of the properties.
- I can compose and decompose shapes so that I can recognize a shape can have other shapes within in just as numbers can.
- Compare length weight and capacity

Activities

- 1 – number bonds and two small groups for nursery – with shells and pebbles.
- 2 – play shape game – feely bag shapes describing
- 3 – looking at picture of under the sea and looking what shapes we can see.
- 4 – make a pattern on a bucket
- 5 – sharing equipment – shells stones.

Understanding the World

People Communities and Culture		Past and Present		The natural World	
<p>Rising Three's</p> <ul style="list-style-type: none"> I am curious about people and show interest in stories about myself and my family. I enjoy pictures and stories about myself my family and other people. <p>Nursery</p> <ul style="list-style-type: none"> I can show interest in the lives of people who are familiar to me. I can remember and talk about significant events in my own experience. I can recognise and describe special times or events for family or friends. I can start to show an interest in different 	<p>Reception</p> <ul style="list-style-type: none"> I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read to me in class; I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>Nursery</p> <p>I know things happened in the past.</p>	<p>Reception</p> <ul style="list-style-type: none"> I can talk about the lives of the people around me and their roles in society; I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class; I can understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Rising Three's</p> <ul style="list-style-type: none"> I can explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. I can remember where objects belong. <p>Nursery</p> <ul style="list-style-type: none"> I can ask questions about aspects of my familiar world such as the place where I live or the natural world. I can talk about some of the things I have observed such as plants, animals, natural and found objects. I can talk about why things happen and how things work. I can start to develop an understanding of growth, decay and changes over time. I can show care and concern for living things and the environment 	<p>Reception</p> <ul style="list-style-type: none"> I can explore the natural world around me, making observations and drawing pictures of animals and plants; I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class; I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.

Activities

- 1 – look at pictures from the seaside and where we live. Similarities and differences.
- 2 – maps and journeys to the seaside – draw.
- 3 – maybe goldfish? – youtube scuba divers
- 4 – sorting hoops seaside pictures from now and in the past to sort into piles
- 5 – hula hoops bubbles

Expressive Arts and Design

Being Imaginative and Expressive

Rising Three's

- I can show an interest in the way musical instruments sound.
- I can listen to songs with enjoyment

Nursery

- I can develop preferences for forms of expression.
- I can use movement to express feelings.
- I can create and imitate movement in response to music.
- I can sing to myself and make up simple songs.
- I can enjoy joining in with dancing and ring games.
- I am beginning to sing the pitch of a tone sung by another person ('pitch match').
- I can notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.
- I can engage in imaginative role-play based on own first-hand experiences.
- I can build stories around toys, e.g. farm animals needing rescue from an chair 'cliff'.
- I can use available resources to create props to support role-play.
- I can respond to what I have heard, expressing my thoughts and feelings.

Reception

- I can invent, adapt and recount narratives and stories with peers and my teacher;
- I can sing a range of well-known nursery rhymes and songs;
- I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Creating with Materials

Rising Three's

I can begin to experiment with blocks, colours and marks .

Nursery

- I can explore colour and how colours can be changed.
- I can understand that I can use lines to enclose a space and then begin to use these shapes to represent objects.
- I can show interest in and describe the texture of things.
- I can use various construction materials.
- I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.
- I can join construction pieces together to build and balance.

Reception

- I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- I can share my creations, explaining the process I have used;
- I can make use of props and materials when role playing characters in narratives and stories.

Activities

- 1 – pictures of the seaside – children to sprinkle real sand – blue water colour paint.
- 2 – oh I do like to be beside the seaside, a big ship sails
- 3 – make a sea creature.
- 4 – puppet theatre – punch and judy or other show
- 5 – bubble print technique picture.