



Inspiration/Theme: Under the Sea	Curriculum Drivers: Topic based stories		
Core texts/artefact/film	Provocation -Inspire, Immerse	Role-play	Sensory Learning
<p>Tiddler - <i>the story telling fish</i></p> <p>The Snail and the Whale</p> <p>The fish who could Wish</p> <p>The Rainbow Fish</p> <p>The Blue Planet ( books and dvds)</p> 	<p><b>Super Starter</b> Trip to pet shop to buy new goldfish</p> <p><b>Trips/Visitors/Marvellous Middle</b> Visit to the local library to research information on Sea creatures</p> <p><b>Celebration</b> Trip to Bristol Aquarium</p>	<p><b>The aquarium/ fish shop</b> Role play linked to maths and social skills.</p> <p><b>Key questions</b> What colour?, How many scales, tentacles, shells....? What do they eat? Where do they live?</p> <p><b>Key vocabulary</b> Scales, fins, tentacles, waves, ripples, floating, sinking</p>	<p><b>Sensory area</b> to be made available to children at all times to provide opportunities to.....</p> <p>...engage in activities that fulfil their hypo/hyper sensory sensitivity needs ... explore water/liquid/ bubbles through the senses ..... provoke and encourage communication to enable the sharing of experiences.</p>
English	Maths	Speech, Language and Communication	
<p><b>Outcome of learning:</b> To know where to look for and research formation on Sea Creatures to build fact files. To explore language and vocabulary associated with water, sea and aquariums and use to write poems and descriptions. To be able to sort words alphabetically using initial letters. To use Talk4writing techniques to learn to recite the openings and repeated refrains of the stories and use as a model for independent writing.</p> <p><b>Key Skills:</b> Children will learn ....</p> <ul style="list-style-type: none"> <li>- How to use a library to locate subject- specific books</li> <li>- to respond to texts by answering questions such as Where is this? What is this? Who is this? What is he/she doing?</li> <li>- To be able to use adjectives to describe water and movement of fish</li> </ul>	<p><b>Outcome of learning:</b> Children to apply counting, sorting, pattern making and computation skills to real life situations via the 'under the sea' topic.</p> <p><b>Key Skills:</b> Children will learn ....</p> <ul style="list-style-type: none"> <li>- To sort according to a variety of criteria including colour, size, shape and species.</li> <li>- To continue and create repeated patterns with varying levels of complexity.</li> <li>- To use features of sea life creatures to practise counting, adding, subtracting and multiplication skills e.g. how many scales will a fish have if one falls off, how many legs do two crabs have.... etc?</li> <li>- To identify containers that are full, half full or empty</li> <li>- To use scales on jugs and beakers to measure liquids.</li> </ul>	<p><b>Outcome of learning:</b> To develop social communication and interaction skills to enable children to ask for help, indicate needs and identify and describe emotions.</p> <p><b>Key Skills:</b> Children will learn ....</p> <ul style="list-style-type: none"> <li>- how to greet someone appropriately focusing on their tone, language, proximity and facial expression</li> <li>- to use a wider range of vocabulary, encouraged, modelled and supported by adults in all activities.</li> <li>- to use visual support cards effectively to make needs known.</li> <li>- to cooperate with others and extend language skills through role play and drama.</li> </ul> <p><b>In addition children will be working on specific speech and language targets set by the Speech and Language therapist</b></p>	

<p>In addition children will be following daily focused learning programmes to develop basic reading and writing skills linked to individual targets.</p>	<p>In addition children will be following daily focused learning programmes to develop basic maths skills linked to individual targets.</p>	<p>both in class and on a one to one basis throughout the week.</p>	
<p>Understanding of the world / science</p>	<p>Physical development</p>	<p>Expressive arts/design</p>	<p>Personal, social and emotional</p>
<p><b>Outcome of learning:</b></p> <p>Children will learn about the variety of life that lives in the seas around the world and other water environments such as ponds, rivers and aquariums. Children will develop their understanding of the importance of caring for the water environment and the impact humans can have upon it.</p> <p><b>Key Skills:</b> Children will learn ....</p> <ul style="list-style-type: none"> <li>- how pollution can affect fish and other sea life</li> <li>- which materials repel and absorb water and apply then apply this knowledge to choose appropriate water proof materials for roofs, raincoats etc</li> </ul> 	<p><b>Outcome of learning:</b></p> <p>Children to experience a variety of physical activities including sensory circuits, swimming, horse riding (Y2-6), yoga and games to develop balance, coordination, sensory awareness and understanding how to stay safe and reduce anxieties. Children change for PE with increasing independence</p>  <p><b>Key Skills:</b> Children will learn ....</p> <ul style="list-style-type: none"> <li>- how to keep safe near water and enter and exit the pool safely</li> <li>- how to move, float and sink in water using a variety of buoyancy aids.</li> <li>- how to balance on beams, throw objects accurately and jump, land and roll safely.</li> </ul>   <p>Where appropriate children will be encouraged to join their mainstream classes for PE sessions</p>	<p><b>Outcome of learning:</b></p> <p>Children to reinforce counting, phonics, sequencing and communication skills through a variety of action songs and rhymes. Children to have opportunities to use a variety of media and tools to create water - based art including reflections, marbling, mirrors, bubbles, waterfalls, ripples, waves and symmetry.</p> <p>Children will have opportunities to participate in drumming workshops with specialist music teachers. Children will listen to a variety of music and start to comment on the feelings it evokes.</p> <p><b>Key Skills:</b> Children will learn ....</p> <ul style="list-style-type: none"> <li>- to join in with singing and action songs</li> <li>- to experiment with and choose media to water art</li> <li>- to participate in small group drumming sessions using a variety of instruments and techniques. They will develop their understanding of rhythm and pitch, volume and timbre</li> </ul>	<p><b>Outcome of learning:</b></p> <p>Children to begin to understand the concepts of now, next, wait and turn taking supported by visual prompts. Children to recognise simple facial expressions and begin to understand how certain situations might make others feel.</p> <p><b>Key Skills:</b> Children will learn ....</p> <ul style="list-style-type: none"> <li>- to share, take turns and wait by participating in a variety of adult led games and activities that encourage these skills</li> <li>- to recognise and name facial expressions and give reasons as to why people might be feeling the way they do.</li> <li>- to use visuals and social stories to support their understanding of appropriate social behaviours and situations.</li> </ul> 
<p><b>Home School Links</b></p> <p><b>Weekly Home Learning:</b> Please keep reading to your child. It's really important that they experience the rich language of story books that they are not able to read themselves yet. Please find 5 minutes a day to listen to your child read a few pages of their reading book, talk about what is happening in the pictures, practise letter sounds and key words and counting activities..</p> <p>It is always lovely to share experiences that the children have at home too and we look forward to reading about these in their learning journals. We are very excited about the additional enhanced curricular activities we are now able to offer the children including horse riding for those in Y2-Y6, drumming workshops and yoga.</p>			

**PE:** Sessions will now take place on Wednesday and Friday and Swimming will continue on Tuesdays. Please make sure a named PE kit including shorts, t shirt and daps is kept in school during term times. Please can you also ensure that all uniform is named. Children in Y2-Y6 will need wellies or boots for horse riding and waterproof coats. We have wellies and waterproof coats and trousers in school which children can use if they don't have their own. Our door is always open so please don't hesitate to speak to us if you have any questions or concerns. Where possible it is always much easier for us to find time to talk at the end of the day. Thank you all for your continued support.