

Reception – Spring 2 –My World and Me- Under the Sea

Quick Summary



What is under the sea?
How can we care for it?
What does gender mean for us?

We continue to explore our natural world by looking under the sea. We visit the beach and rockpool school. Our focus is on conservation and developing a sense of ourselves as global citizens. We question gender stereotypes by asking questions such as “Can boys be mermaids?”

Prior Learning

- We are building on the children’s knowledge of the natural world from last half term.
- We are adding to the children’s non-fictional repertoire by looking at more factual texts.
- Mathematics will look further at the composition of ten and the number bonds within it, building on the ‘deep’ learning in the previous terms.

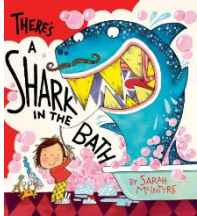

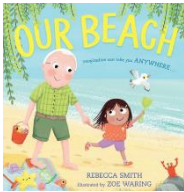



Key Vocabulary

- Flotsam
- Jetsam
- Deep/Depth
- Conservation
- Mermaid
- Commotion
- Gender

Key Take-Aways / Knowledge

- An understanding of conservation and our responsibility towards our world.
- An understanding that gender does not limit our capabilities.
- An ability to develop storylines in our play.
- Understand rhyme and rhythm in simple poetry.

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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
					
<p>We begin our topic with an investigation into the mysterious creature that has arrived in a bathtub. The children predict which under the sea creature they may find in the bath and discuss ways in which we can welcome them into Regent Farm.</p>	<p>We look at poetry, rhyme, and rhythm this week as well as accessing non-fictional texts to help us understand more about life under the sea. We also visit the rockpool school where we are introduced to some of the living creatures we have read about in the book. Who would have known a starfish's bottom could be so interesting – hehe!</p>	<p>This week we prepare for our visit the seaside. We will think about what we might see at the beach and what sounds we will hear we visit. We also talk about how special beaches are and how we can help look after them. We will then use our knowledge to create our very own beach in the reception garden!</p>	<p>This week the children arrive at school and find the beach they have created outside is covered in rubbish! Rocket from the story helps us think about the ways in which we can keep our beaches clean! Rocket is the hero of our text this week and can change the world with her actions. At the end of the week, we visit the seaside to look at all the features we can see, and whether people are taking care of our beaches.</p>	<p>Our topic takes on more of a fantasy aspect this week as we look at mermaids and the adventures they might have under the sea. We revisit Julia Donaldson as an author and make links to the day monkey, night monkey story we studied in Autumn 2.</p>	<p>In this final week, we explore the issues presented in this multi award winning book. We celebrate our similarities and differences and end the half term with an under the water themed carnival where you can come as anything you want to be!</p>

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Communication and Language

Listen to and talk about stories to build familiarity and understanding.
Retell the story once they have developed a deep familiarity with the text: some as exact repetitions and some in their own words.
Use new vocabulary in different contexts.
Listen carefully to rhymes and songs, paying attention to how they sound.
Learn rhymes, poems, and songs.
Engage in non-fiction books.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy

Read individual letters by saying the sound for them.
Blend sounds into words, so that they can read short words made up of known letters.
Read some letter groups that each represent one sound and say sounds for them.
Read a few common exception words matched to the school's phonics programme.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Form lower-case and capital letters correctly.
Spell words by identifying the sounds and then writing the sound with letter/s.
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.

Understanding the World

Draw information from a simple map.
Understand that some places are special to members of their community.
Recognize that people have different beliefs and celebrate special times in different ways.
Recognize some similarities and differences between life in this country and life in other countries.
Explore the natural world around them.
Describe what they see, hear, and feel whilst outside.
Recognize some environments that are different to the one in which they live.

Personal, Social and Emotional Development

See themselves as a valuable individual.
Show resilience and perseverance in the face of challenge.
Manage their own needs.

Mathematics

Count objects, actions, and sounds.
Subitise
Link the number symbol (numeral) with its cardinal number value.
Count beyond 10.
Compare numbers.
Understand the one more than/less than relationship between consecutive numbers.
Explore the composition of numbers to 10.
Automatically recall number bonds for numbers 0-10.

Physical Development

Know and talk about the different factors that support their overall health and wellbeing (e.g. sport and fitness)
Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.
Develop the foundations of a handwriting style which is fast, accurate and efficient.
Further develop the skills they need to manage the school day successfully
Progress towards a more fluent style of moving, with developing control and grace.

Expressive Art and Design

Create collaboratively sharing ideas, resources, and skills.
Listen attentively, move to, and talk about music, expressing their feelings and responses.
Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.