

Summer 1 – Under the Sea MTP


<p>Story of the Week</p> <p>→</p> <p>Curriculum area</p> <p>↓</p>	<p>Week 1</p> 	<p>Week 2</p> <p>Early May Day BH</p> 	<p>Week 3</p> 	<p>Week 4</p> 	<p>Week 5</p> <p>Zoo trip with Year 1 & 2.</p> <p>Tuesday 24th May</p> <p>Queens Jubilee celebrations.</p>  <p>Friday 27th May</p>
<p>Communication & Language</p>					
<p>I Will Know</p>	<p>How to share my thoughts in full sentences.</p>	<p>How to listen attentively and respond to questions asked. Using recently introduced vocabulary.</p>	<p>How to listen attentively and respond to questions asked.</p>	<p>How to offer my ideas using recently introduce vocabulary.</p>	<p>How to offer my ideas and hold conversations with my peers and adults.</p>
<p>Main Teach</p>	<p>When reading for the first time use this as an opportunity to model sentences such as I can see two red fish. Encourage children to do the same as we read through the story.</p>	<p>Read the story (at story time) to the whole class on Tuesday. Explicit teaching of words such as curious, commotion, scamper, grin, skewer, barnacles, cling, blubber,</p> <p>On Wednesday Spilt children in to groups and use the story as a guided reading book. Focus on new vocabulary from the story.</p>	<p>First show each animal one by one and ask the children to name them (support if necessary). Ask the children to take it in turns to share something they know about each animal.</p> <p>Once the children are familiar with the animals, lay out the pictures or small world animals on the carpet, ensuring that all children can see them clearly.</p>	<p>Vocabulary lesson – adjectives. Children to think about adjectives to describe sea creatures from the story and others that we have looked at. Show children some acrostic poems and explain that we are going to make one as a class. Get children to partner talk about what adjectives we could use to describe a sea creature.</p>	<p>Read the story to the whole class on Monday.</p> <p>On Tuesday split children into groups and use the story as a guided reading book</p> <p>Ask the children comprehension questions.</p>



Focus Activity	3x10 group sessions. Talking about the story in full sentences – describing what they can see or what has happened. E.g. I can see two red fish, rather than just saying two red fish.	Small group comprehension sessions around the book. Example questions How did the turtle get to the sea? How does the author describe the way a jellyfish moves? What does it mean to grin? What would the lobster do to your fingers? What do barnacles do? What where the walrus' covered in? Can you remember what blubber means?	Explain that you are going to describe one of the animals; the children have to listen very carefully and guess which one it could be. E.g. It has 4 flippers and a shell. As the children become confident with listening and identifying the animals, ask for volunteers to describe an animal to the group	Create a whole class acrostic poem about a sea creature. E.g. Sharp, pointy teeth Happy grin to lure you in Angry snap of jaws Really dark eyes Killer personality	Comprehension questions in small groups. Stanley was not an animal. What was he? Can you remember any of the animals that swallowed Stanley? What did the little boy make Stanley into at the end of the story? How do you think Stanley ended up in the sea? What could we do to stop more rubbish getting into the sea?
CP Possibilities	Using stick puppets & vocabulary from the story to retell the story to each other.	Using stick puppets & vocabulary from the story to retell the story to each other.	Sea creatures in the water tray Props from the story for children to use.	Props to retell the story.	Copies of the story for children to access independently.
Key Vocabulary	Fish, stripy, spotty, big, large, small, tiny, red, blue, yellow, describe	Curious, commotion, scamper, grin, skewer, barnacles, cling, blubber,	Sharing, shell,	Adjectives, acrostic, poem	Recycle, reuse, pollution, ocean,
Personal, Social, Emotional					
I Will Know	How to share my opinion. Right to have a different opinion to others.	Why it is important to be safe around water.	Why is sleep important? Suffolk Mind Lesson	Some calming techniques for when I feel angry. Suffolk Mind Lesson	How to stay safe on my school trip to the zoo.
Main Teach	Put your hands on your head if you like broccoli. Put your hands on your chin if you like bananas. Etc. Get children to look	Water Safety PPT Partner talk – what do we already know about being safe by the water?	After school, I go home, cook my dinner, do some reading or watch a TV programme and then I go to sleep. Partner talk - What	Discuss with children different emotions that they have – sometimes happy, sad, nervous, excited. Partner talk -	Talk about going on a school trip. Partner talk – can you remember our last school



	<p>around and see who has their hands up. Explain that not everyone likes the same things and that is fantastic! When we share things that we like/dislike, that is called an opinion. This is the same with choosing our lunch – you are sharing your opinion on what you think is the best food choice. Partner talk – What is the best toy that you have played with? Did you have the same opinion as your partner or a different one? Everyone can have different opinions and that is great because it makes us unique.</p>	<p>Talk about how we are going to be looking at beach safety today. Go through the PPT with the children.</p>	<p>do you do to help you get ready for bedtime? I like to get lots of sleep so that I am not tired in the morning. Sleeping is important as it gives you energy for the next day and allows your body to rest after a busy day. Suffolk Mind Sleep activity.</p>	<p>What is something that makes you feel angry? When you are angry, sometimes that feeling can make you do things that might not be a good choice. It is good to have some ways that can help you to calm down when you feel like this. One way is dragon breathing. Practice dragon breathing as a class. Partner talk – What else could you do to calm down if you are feeling angry? Look at a book, have a little wander outside, do some drawing, use a fidget toy</p>	<p>trip. What things will be the same this time? Talk about our behaviour when we are out representing the school. Talk about getting on and off the coach and our behaviour on the coach. Talk about listening to the adults we are with and why it is so important to listen to them. Create a list of 'rules' that we should follow on our school trip so that we can have the best time!</p>
Key Vocabulary	Opinion, likes, dislikes, same, different	Water, safety, danger, flags, lifeguards, hazard	Sleep, important, routine,	Calming, emotions, feelings, breathing, technique	Trip, represent, behaviour,
Physical development					
I Will Know	How to show accuracy and care when drawing.	How to negotiate space safely and move in different ways.	How to use/hold tools.	How to weave – using my FMS.	How to negotiate obstacles safely.
Main Teach	Using crayons to create pictures of fish from the story. Showing the children how to correctly	Show the children the animal movement cards and perform the action for them. Children to join in	Funky fingers session – we are all going to use some salt dough to create our own sea creatures. Have	Explicit teach the word weaving. Model to the children weaving the ribbons	Place items in the outside area that could be used for pollution – bags/bottles/wheelbarrow

	hold the crayons and how to incorrectly hold the crayons to show the difference. Also using paintbrushes correctly to place the brusho over the top.	with this. Some examples - whizz like a fish, scuttle like a crab, leap like a dolphin,	pictures of different sea creatures available for the children to use as inspiration.	through the holes to create the scales of the fish.	etc. Then create an obstacle course around these, show the children how to carefully get through the obstacle course so that they don't get stuck in the pollution!
Focus Activity	Create pictures based on the fish from the book. Using crayons and brusho.	Go outside and recreate the animal movements on the field.	Children to make salt dough in groups and then create their own salt dough sea creatures. Using tools to add details.	Rainbow fish weaving. All children to have an A5 sized fish made from card to weave. 	Obstacle course - wooden bricks and planks, stepping stones, creates, tunnel, hurdles etc.
CP Possibilities	Making fish puppets using pipe cleaners. Using playdough and tools to create fish.	Leave movement cards in the outside area for children to recreate. Leave blank cards so children can create their own if they wish.	Playdough and enhancements. Jelly bath - small world tray, tweezers, small sea creatures, gems and shells.	Threading Outside weaving opportunities with the willow cones.	Children have access to the items used in the obstacle course to recreate this if they wish.
Key Vocabulary	Grip, hold, crayon, brusho	Scuttle, leap, whizz, slither, rock, paddle, ripple	Create, tools, grip,	Weaving, threading	Obstacle, pollution, jump, over, under, balance,
Literacy					
I Will Know	How to describe a character.	How to share and write my thoughts.	How to describe a setting.	How to create my own story.	How to write a recount.
Main Teach	MT Reading of the story. What do we notice - using full sentences to describe what we have seen in the book	MT Reading the story on Tuesday at story time. Explicit teaching of vocabulary.	MT Whilst reading the story during story time look at the setting of the story. Explicit teaching of what a setting is,	MT Practise echo reading with the children so that they really get to know the story. Recap the sequence and create a	MT Looking at pictures from our school trip and putting them into the correct order. Writing key words for the pictures.



	<p>MT 2 Looking at the different types of the fish in the story. Have a couple of big pictures of different fish and get the children to describe the fish. Adult to scribe the ideas. Explain that a describing word is called an adjective – POSH WORD!</p> <p>MT 3 Can the children remember the posh word from the previous session? Using different pictures of fish from the story, get children to help sound out the words. E.g. That fish is yelloa. That fish has spots. Adult to scribe what children are sounding out. Reminding children what is needed in a sentence.</p>	<p>MT 2 Re-reading the story. Looking at what the sea creatures are doing in the pictures. Talking about my favourite sea creature from the book. Scribing who is my favourite and what they are doing.</p> <p>MT 3 Partner talk -who is your favourite creature from the book. Children encouraged to think about their favourite creature from the book, sharing with the class if they wish. Guided sentence writing from the children's examples. Reminding children what is needed in a sentence.</p>	<p>MT 2 Have a picture from the story which shows the setting well. Partner talk – what can you see? Get some of the children's suggestion about what they can see. Write these down in note form.</p> <p>MT 3 Go back to the picture where notes have been made and show the children how to write a sentence from this. I can see seaweed. – How could we make this sentence better? I can see a rock pool. Reminding children what is needed in a sentence.</p>	<p>class story map. Using language and key events from the story.</p> <p>MT 2 Create a class story based on the rainbow fish but using a different animal and setting. Talk through the language and shape of the story.</p> <p>MT 3 Children to create their own retelling of the story of the rainbow fish in their literacy books. Reminder about the sequence and key events of the story, referring to the class story map for help. Reminding children what is needed in a sentence.</p>	<p>MT 2 Partner talk – can you remember our school trip. Can you remember what we did first? Encourage the children to speak in full sentences when they are describing what we did. Take the notes made from the previous session and change them into sentences. Create 2/3 examples. Children to help with sounding out.</p> <p>MT 3 Recap the order of our school trip. Use a sentence to describe every picture. E.g. First we got on the coach. Then we saw the sea lions. Next we listened to the zookeepers. Reminding children what is needed in a sentence.</p>
Focus Activity	Describing different fish from the book. Children to write words, phrases, sentences.	Writing about their favourite sea creature from the story and what they are doing in the book. Children to draw a picture to along with their writing.	Children to describe a setting picture from the story. Children to write words, phrases and sentences. Children encouraged to use adjectives to make their sentences better.	Children encouraged to use the story map to help them. Children to write words, phrases, sentences.	Children to write a recount of our school trip. Children to use the pictures to help them remember the order. Children to write words, phrases, sentences.





CP Possibilities	Matching pictures of the fish from the book and adjectives. Fish writing templates.	Writing facts about sea creatures. Labelling sea creatures.	Speech bubbles & character writing. Rhyming word match.	Mini books and writing frames. Sequencing cards.	Pictures from the trip for the children to sequence and discuss.
Vocabulary	Adjective, describe, spotty, stripy, long, short, small, large, pointy, different colours.	Sea creatures – dolphin, turtle, crab, lobster, shark, blue whale etc. Leaping, scuttling, swimming etc.	Sand, sea, seaweed, rock pool, fish, adjectives – golden/yellow, blue, green, tall/long, slimy etc.	Rainbow, shimmer, sharing, kindness	Colchester zoo, trip, coach, first, then, next, finally, zookeepers, list of animals seen
Maths					
I Will Know	How to build numbers past 10	How to count patterns beyond 10	How to match shapes and patterns	How to add more	How to take away
Main Teach	<p>MT 1 Use ten frames to model building teen numbers – explain the make-up of the number being 10 and 4 for example. Reminders of how we know there is 10 in the ten frame, because it is full.</p> <p>MT 2 Use numicon to build numbers to 20. Remind that it is 10 and another number. Ssubitising using numicon.</p>	<p>MT 1 Counting up to 20 forwards and backwards. Using top marks – learning to count paint the squares. Looking at teen numbers. What is the same, what is different? How can we use this to help us?</p> <p>MT 2 Counting up to 20 forwards and backwards. Again using top marks – learning to count paint the squares. Ordering of numbers 1-20.</p>	<p>MT 1 Read the story perfect fit. Look at 2D shapes, identifying and describing them. Look at a triangle in different orientations. Are they all triangles, how do we know?</p> <p>MT 2 Make a tower using 3 coloured cubes. Which picture on the board matches? How do we know?</p> <p>MT 3 Model using the shape pictures. Identify the shapes you need, model moving and rotation them to create the picture.</p>	<p>MT 1 Practise counting on. Start at 4, 5, 6 children to continue. Repeat with a few combinations. Show me 5 fingers, now show me 2 more. How many do you have now? How did you know there are 7? Did you count them all 1,2,3,4,5,6,7? Now count on from 5, we know we have 5 so we count on 2 more.</p> <p>MT 2 Use first, then, now board. First there were 2 people on the bus, then 2 more got on. Now there are 4 people on the bus.</p>	<p>MT 1 Using the first, then, now structure again to take away. Encourage children to count out all of the items at the start, take away the required amount practically and then subitise or recount to see how many are left. First there were 5 people on the bus. Then 2 people got off the bus. Now there are 3 people on the bus.</p> <p>MT 2 Ask the children to show you 5 fingers and then to show you 4. Prompt them to notice that one less is the same as taking away one. Extend to taking away 2 fingers or 3 and noticing</p>



				<p>Repeat with different examples.</p> <p>MT 3 Using cubes, children build a tower of 2, add 1 more. How many now? Now start with a tower of 5, now add 2. How many now? Encourage counting on rather than back.</p>	<p>how many are left each time.</p> <p>MT 3 Taking away using number tracks – jumping backwards. Show children number track to 20. Count forwards and backwards. Choose a number to start on, circle it. We are going to take away 3, model doing 3 jumps backwards. We are taking away so the numbers are going to get smaller. Do a few different examples</p>
Focus Activity	Using pictorial representations and matching numerals. Give one card to each child, can they find their partner.	Ordering numbers 10-20	Making shape pictures, matching pictorial instructions.	Children to solve some addition problems. Encouraged to use counting on method.	Children to solve some subtraction problems.
CP Possibilities	Use numicon pieces to create a cityscape. Loose parts & tens frame.	Towers to 20 Number cards/puzzles Elephant links game	Jigsaws Shape puzzles Geoboards Numicon pattern sheets.	Adding use loose parts and tens frame First, then, now board.	Loose parts and ten frames Skittles 5 currant buns, 10 green bottles Race to zero game
Vocabulary	1-20 10 and 1, tens and one, more, add	Patterns, ten and, more, same, different, order, sequence.	Circle, square, triangle, rectangle, sides, corners, same, different, match.	Add, more, counting on, first, then, now	Take away, left, first, then, now, backwards, smaller.
Understanding the world					
I Will Know	That animals live in different habitats.	Names of the oceans.	About floating and sinking.	About a reaction.	How to care for the ocean.



Main Teach	Show children habitat PPT, talk about the different animals that live in the different habitats and why they live there.	Look at the oceans of the world PPT. Use a giant map to show the children where the oceans are and get the children to help label them. Listen to the ocean song https://www.youtube.com/watch?v=xXUY8KP54u4	Talk to the children about the different between freshwater and saltwater. Saltwater is heavier because as the salt dissolves it adds weight to the water. This makes the water denser and allows more objects to float than in freshwater. Explicit teaching of dissolves and denser.	Show the children a completed rainbow and explain that we are going to be conducting an experiment. Show the children what they will be using, a glass filled with water, kitchen roll and felt tip pens. Colour an inch of the kitchen roll at one end and ask the children what they think will happen if we dip it into the water? Talk partners for this. Place the coloured end into the water and show the children what will happen, was it as expected?	Look at videos and PPT on plastic pollution and the effects on the animals and the ocean. Talk to the children about how we can help. Partner talk – what ways can we help reduce the plastic in the ocean?
Focus Activity	Sorting activity – children to sort animals into the correct habitats, ocean and jungle. Use small world resources to create the habitats.	Using a large map of the world – place the names of the oceans in the correct places.	Salt density science experiment. Fill a jug 2/3 of the way full add in 4 tablespoons of salt, stir until it's dissolved. Drop in an egg and see what happens.	Rainbow experiment – paper towels, colouring pens, water and glasses. Colour one end of the paper towel about an inch place this end in the glass with the water in and see what happens.	Recycling – sorting items that can be recycled. Talking about how we can reuse items.
CP Possibilities	Provide small world opportunities so that children can recreate different habitats.	Provide globes and maps to look at the different oceans.	Floating and sinking objects.	Rainbow experiment	Save the fish from the plastic. https://www.science-sparks.com/sea-pollution/

		Small world tray to create oceans.			Poster making
Vocabulary	Habitat, difference, similar, creatures, plants	Ocean, continent, vast, Arctic, Southern, Indian, Atlantic, Pacific, global	Dissolve, denser, weight, heavier, saltwater, freshwater, float, sink	Rainbow, experiment, change,	Reduce, recycle, pollution, plastic, harmful
Expressive arts & design					
I Will Know	How to paint. Create art in the style of Akie Nakata	How to create a diorama.	How to perform a song/rhyme.	How to collage.	How to make props/decorations.
Main Teach	Show children some images of Akie Nakata's work. Model painting a fish on the pebble.	Explicit teaching of what a diorama is – a model, representing a scene with 3D figures. Model to children how they can add to their own diorama, showing them how to make their own sea creatures, seaweed/coral.	Teach the children Five Little Crabs Five little crabs went out to play (Hold up 5 fingers.) On the beach on a sunny day. (Open and shut fingers line sunshine.) A wave came crashing toward the land (Roll hands around.) And one little crab hid under the sand. (Put 1 finger under palm of other hand.) Four...three...two...one... No little crabs went out to play (Make "zero" with thumb and index finger.) On the beach on a sunny day. The mother crab said, "Come hold my hand!" (Cup hands around mouth.) And five little crabs came out of the sand.	Model making a sun catcher using multi-coloured paper and sticky back plastic. 	Explain to the children about our jubilee celebration day for the Queen on Friday. We are going to be making some props/decorations to use for our celebrations such as bunting, flags and banners. Model to children creating the Union Jack.
Focus Activity	Painting fish onto pebbles, using Akie Nakata's artwork as inspiration.	Children to create ocean diorama, using a variety of different materials. Cutting,  sticking, hanging etc.		Children to create their own sun catchers to represent the rainbow fish from the story.	Decorations for our jubilee celebration day!



			<p>(Hold up 5 fingers.) All the little crabs scurried on their way (Wiggle 5 fingers behind your back.) Home from the beach at the end of the day. The sun went down and the bright moon shone And all the little crabs were safe at home. (Lay head on palms and close eyes.)</p> <p>After a few times of practising, video for tapestry.</p>		
CP Possibilities	Providing different materials to create fish with at the creative table.	Provide fabrics and small world enhancements to create bigger versions.	Shells for observational drawing. Shells and playdough.	Fish templates. Large pieces of fabric outside to create the rainbow fish with.	Bunting templates/materials. Flag making materials.
Vocabulary	Pebble, paint, artist, inspiration	Ocean, sea creatures, coral, seaweed, sand, water, diorama	Crabs, singing, song, rhyme, shells, observational	Sun catcher, scales, shimmer, colour	Jubilee, Queen, Platinum, decoration, bunting, flag, banner, celebration, street party