

	<b>WEEK 1</b> <b>13/4/26</b> <b>(4 days)</b>	<b>WEEK 2</b> <b>20/4/26</b>	<b>WEEK 3</b> <b>27/4/26</b> <i>(4 teaching days, 1 trip day)</i>	<b>WEEK 4</b> <b>4/5/26</b> <i>(3 teaching days 1 day off TT)</i>	<b>WEEK 5</b> <b>11/5/26</b>	<b>WEEK 6</b> <b>18/5/26</b>
<b>Events</b>			<b>Zoo trip, 30th April</b>	<b>Attenborough day 8<sup>th</sup> May – separate planning</b>	<b>11<sup>th</sup> May- National Literacy Trust - story time 1</b> <b>13<sup>th</sup> May - Fit for Fun PM</b>	
<b>CL</b>	<b>3-4 Year Olds (DM)</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play			<b>Children in Reception (DM)</b> Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition		
	<b>Rhymes:</b> Week 1 - 1, 2, 3, 4, 5, once I caught a fish alive. - A great white shark song Week 2 - Fisherman song, Under. - The Sea Song Week 3 - Marine Mammal Boogie, - Five little fishes swimming in the sea Week 4 - We're going for a paddle, - Under the Sea (animals under the sea) <a href="https://www.youtube.com/watch?v=tl2zlFNfbFs">https://www.youtube.com/watch?v=tl2zlFNfbFs</a> Week 5 - A fish in the school song, - The tide is turning Week 6 - Into the sea song - The rock pool song					
	<b>Vocabulary:</b> Feisty, vast, stirring, plunged, quest, rifled, shipwrecks, haul, bounty, amassed, lonesome, critters, bickered, whale					
	<b>Stories:</b> The Rainbow Fish by Marcus Pfister A House for Hermit Crab by Eric Carle Commotion in the Ocean by Giles Andreae The Snail and the Whale by Julia Donaldson					
	Discuss- What do you know about the zoo? What type of animals might live in a zoo? How is a zoo different from a farm? Share ideas and names/images of different animals that we might see at the zoo-PPT (include-	Return to zoo pictures from last week and recap the names of the animals we might see-what is a zoo? Who looks after the animals? What is their job? What do they have to do each day? Watch a how to be a zookeeper	Understand how to listen carefully and why listening is important. Before the visit to the zoo, discuss good listening. Share the PPT again of animals we might see at the zoo. Discuss how to keep safe around the zoo.	<b>Literacy Link session 9 – Discuss</b> how to stop Humphrey stealing all the things from the coral reef  <b>Literacy Link session 10-</b> Why does Humphrey feel sad? How would you feel? Can you	<b>Link to literacy session 11-</b> Show a picture of the last page. Talk about the wording 'Since we all need so little to have quite enough'. What does that mean? Discuss the idea of charity and how we	Compare the whale in the story to other whales in stories – read The Snail and the Whale and discuss differences/ similarities <b>STS assessment</b> Why is it important to keep the seas and

	<p>meerkats/parrots/crocodiles/snakes/tortoise/fish/lion/puma/emu/otter s/bears).</p> <p><b>Literacy link – session 2</b> Have a selection of things found to share. shells, starfish and other large/shiny objects. Discuss the items. Explain that these are other things stolen from creatures in the sea. Who do they belong to? Why do you think that? What creature could carry all of these? (lead towards a whale)</p> <p><b>Literacy link session 3-</b> Have you ever been to an aquarium? Discuss what sea creatures they have seen/recognise. Make links to previous learning of the diver under the sea(- what did the diver see before?- share videos of under the sea creatures. Share videos of an aquarium. Share the story commotion under the ocean to revisit previous links.</p>	<p>programme. <a href="#">Link to UtW science</a></p> <p><b>Literacy Link- session 4A</b> (The whale is sad. What does being sad look like? Feel like? Images of being sad and sad situations. Discuss- have you ever felt like this? - Why is the whale sad? What does he want? What would you do to feel better? Would that help the whale?</p> <p><b>Literacy link session 4-</b> adult to pretend to be the whale- children ask questions- why are you sad? Why do steal so much? What is that you want to find ? Etc.</p> <p><b>Literacy Link session 5 - 'Show and Tell'</b> Children take turns to share their pictures of their treasured items and ask questions to each other - Where did it come from? Who gave it to you? Why is it your favourite? Do you think your object would make the whale happy? <a href="#">StS grid assessment of language skills</a></p>	<p>Keep fingers away from cages. Do not try and touch the animals. Walk not run. Listen to adults. Keep with your group. Discuss how we behave on a trip and that there will be other people at the zoo.</p> <p><b>FRIDAY- After the visit</b>, talk about the zoo visit. What did the children enjoy the most? Can they remember the day's events in order? How did we get to the zoo? What did we see? What was your favourite animal that you saw? Did you like the crocodiles? What did you think of the fish in the aquarium? <a href="#">Add to seesaw video of each child talking about the visit- assess on StS grid</a></p> <p>Share some non- fiction books images/facts about whales</p> <p><a href="#">Link to literacy session 6 –</a> what can you find in a coral reef? What does a coral reef look like?</p> <p><a href="#">Links with Literacy session 8</a> In groups, discuss ways which could help the sea creatures stop arguing.</p>	<p>remember a time when you felt sad? What happened? What made you feel better? Discuss what it might mean to feel 'whole'. Can you feel empty?</p>	<p>can help those who don't have as much as us. PPT of different ways to give to charity.</p> <p>CL- <a href="#">Link to history zoo's in the past Seesaw when children can recall facts about the past</a></p>	<p>oceans clean? PPT of what can happen to creatures/ sea life when rubbish is in the water.</p>
<p><b>PSED</b></p>	<p><b>3-4 Year Olds (DM)</b> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>		<p><b>Children in Reception (DM)</b> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs - Personal hygiene</p>			

	<p><b>Building relationships my family and friends</b></p> <p>Kapow: Session 1</p>	<p><b>Building relationships my family and friends</b></p> <p>Kapow: Session 2</p>	<p><b>Building relationships my family and friends</b></p> <p>Kapow: Session 3</p> <p>Re-Read 'The Selfish Crocodile'. Discuss the crocodile's behaviour and how the other animals feel. Link to the rules for the coral reef.</p>	<p><b>Building relationships my family and friends</b></p> <p>Kapow: Session 4</p>	<p><b>Building relationships my family and friends</b></p> <p>Kapow session 5</p>	<p><b>Building relationships my family and friends</b></p> <p>Kapow session 6</p> <p>River clean up. The river has become very messy with rubbish. How can we clean it up? <i>Seesaw children talking about why they need to clean the water/ what will happen to animals?</i></p>
<p><b>Behaviour Curriculum</b></p>	<p><b>Be ready</b></p> <p>How can we help each other to be ready for learning?</p> <p>Class Shine Time: Mindi and the Goose No One Else Could See by Sam McBratney</p>	<p><b>Be safe</b></p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. How can we look after our things?</p> <p>Class Shine Time: Just a Mess by Mercer Mayer</p>	<p><b>Be Safe</b></p> <p>What does be safe look like?</p> <p>Class Shine Time: You Can't Call an Elephant in an Emergency by David Tazzyman and Patricia Cleveland-Peck</p>	<p><b>Be Safe</b></p> <p>What are the rules to keep us safe?</p> <p>Class Shine Time: Little Red Riding Hood</p>	<p><b>Be Respectful</b></p> <p>What does respect look like?</p> <p>Class Shine Time: Along Came a Different by Tom McLaughlin</p>	<p><b>Be Respectful</b></p> <p>How can you show respect when you have different ideas to others?</p> <p>Class Shine Time: Two Monsters by David Mckee</p>
<p><b>PD</b></p>	<p><b>3-4 Year Olds (DM)</b></p> <p>Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>			<p><b>Children in Reception (DM)</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>		

Look at how sea creatures move- crab, fish, whale, shark, jellyfish.  
 Roleplay the whale's journey through the sea to the coral reef using an obstacle course that pupils can make in outdoor area.  
**Make marks, label pictures, write titles for the book, make poster/picture of sea animals** etc. Have images in provision for children to copy- **Have a PPT of sea creatures** **Week 3**  
**Look at Blue Planet website and create an aquarium outside using the big blocks.- Week 2**  
 Weave on fences to create a coral reef using scarves, pipe cleaners, ribbon etc.  
**Model how to chalk a coral reef outline on the floor outside for small world play. Week 3**  
**Star cutters in the playdough area to make starfish. Use tools to make marks in the dough. Week 4 use with transient art**  
 Decorate wooden pegs to look like sharks or whales- children can open and close the pegs to collect pompoms to put into bowls.  
**Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Begin to show accuracy and care when drawing.**  
**How to draw a whale <https://www.youtube.com/watch?v=qJUclowq0J8>- Week 2**

**SPORTS COACH:** Multi-skills – The deep blue sea

L

**3-4 Year Olds (DM)**

- Understand the five key concepts about print:
- Print has meaning.
  - Print can have different purposes.
  - We read English text from left to right and from top to bottom.
  - The names of the different parts of a book.
  - Page sequencing.

**Children in Reception (DM)**

Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.  
 Read some letter groups that each represent one sound and say sounds for them.  
 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  
 Read a few common exception words matched to the school's phonic programme.

**Narrative: Friendship story**

THE WHALE WHO WANTED MORE BY RACHEL BRIGHT  
<https://www.youtube.com/watch?v=00Dy6kNqUuY>

**3- and 4-year-olds outcome:**

To draw/paint/make a fish individually or in a small group. To be able to contribute orally to a short story about their fish.

**Children in Reception outcome:**

To rewrite the story.

**Session 1-** Find a letter.  
 Lynx-Which Sea creature do you think is the thief? Why do you think they would want a shell? Have some pictures of suggestions. Guide towards the shark.  
 Model reading/writing a wanted poster using some descriptive words-- The shark took the shell. It has sharp teeth. It has a big fin on top of his back. (Teacher write)  
 CVC words-shark, teeth, big fin  
**Session 2-** **LINK TO CL**  
 Have a selection of things

**Session 4a**  
 Read up until... 'the next day, it just never seemed quite as shiny'.  
 Lynx – Picture of the whale – how does he feel/look? Why? **CL LINK**  
 Lynx - read and write speech bubbles - *I need a gold coin. I need a green shell. If I get a big, black rock then I will be glad.* **TA writing activity.**  
**Session 4b**  
 Read up to... 'Til his wonderings washed him one day...'

**Session 6**  
 Read up until '...Humphrey just wanted to dive in and get some!'  
 Lynx – Read and circle the words on the page which are creatures found in a coral reef. Watch a video of the coral reef and ask the children to remember the creatures that they see. Write sentences about the creatures. *The fish has fins and a tail. The crab might nip you. The shark has sharp teeth.* **TA Writing Activity**  
**Session 7**

**Session 9 link to CL**  
 Read the story and pause on the sentence '...and so did not notice...' Discuss - *Who do you think the arguing sea creatures did not notice?*  
 Read the next page and refer back to the shadow mentioned in the letter they received in session 1. *What is Humphrey going to do at the coral reef? Who do you think the crab is?*  
 Read up until "HELLLLP!" they all screamed,


**Session 11**  
 Lynx - Read the entire story. What is the important lesson that Humphrey has learnt?  
 Show a picture of the last page. Talk about the wording 'Since we all need so little to have quite enough'. What does that mean? Discuss the idea of charity and think of ways that we can help others e.g. hold a cake sale., donate to a charity shop, etc..








**Children in Reception: HOT TASK**  
 Pupils to rewrite The Whale Who Wanted More using their story sequencing to support their writing. *Can the children form lower-case letters correctly? Can the children write short sentences with words with known sound-letter correspondences using a capital letter and full stop? Can the children re-read*

	<p>found to share. shells, starfish and other large/shiny objects. Discuss the items. Explain that these are other things stolen from creatures in the sea. Who do they belong to? Why do you think that? What creature could carry all of these? (lead towards a whale)</p> <p>Lynx-. Picture of title page and questions. What do the chn notice about the whale? Why is he carrying all those things? Why has he taken them? If he wants more....what do you think he will steal next? Model labelling pictures of some of the things the whale is carrying- ladder, shell, starfish, bath, chain, horn, light. (TA write HA- 7 words- core 4 words)</p> <p><b>Session 3- Link to CL session)</b> Have you ever been to an aquarium? Discuss what sea creatures they have seen. Share videos of under the sea creatures. Which ones do children recognise?</p>	<p>Lynx – where is he going to end up? What will he find there? Make predictions. Model writing a prediction. <i>He will get stuck on the sand. He will sink to the bottom. He will meet a good fish.</i> <b>T writing activity.</b></p> <p>Explanations of unfamiliar vocabulary: vast, hubbub, quest, rooted, haul, bounty, amassed, lonesome.</p> <p><b>Session 5</b></p> <p>Lynx- pictures of items that could be special to you- a teddy bear that you sleep with, a favourite doll that you look after, a precious car that is your favourite, a favourite game that you play with a grown up/ brother/ sister etc. Encourage children to share what is their most precious item that they would not want the whale to steal. Where did it come from? Who gave it to you?</p> <p>Lynx – Read sentences about the treasured items. <i>My ted is soft. My Nan got it for me. I got it when I was born. I like to play with it.</i></p> <p><i>In provision independent job - children draw the item that is precious to them to share later on- encourage children to label the item</i></p>	<p>Re-read the story so far.</p> <p>Lynx – Order pictures from the story so far. Read sentences and match them to the correct pictures. Children use TP to discuss the parts of the story.</p> <p><b>Session 8</b></p> <p>Read up until...’They pushed and shoved ...’</p> <p>Lynx – Explain the meaning of the following words ‘bickered and snipped, pushed and shoved’.</p> <p>Discussion - Why are the animals arguing? (there isn’t enough room) How can we help them to stop arguing? We can’t change the coral reef to give them more space we need to introduce some rules. Link to the school recipe and behaviour curriculum. Think of ideas of rules for the reef- focus on be ready/ safe/ respectful.</p> <p>Lynx – Read and write a list of rules. <i>Do not hit or push. It might hurt. Do not bicker. Be good and fair. Look after the reef.</i> <b>T Writing Activity</b></p>	<p>gripped by panic and fear” <i>How could they stop Humphrey from taking everything from the coral reef? Can you help the animals?</i></p> <p>Lynx – Model drawing and writing a plan to stop Humphrey stealing everything. <i>Tell him to stop. Get him to look at the reef. Let him have one shell. Help him to be good.</i> <b>T Writing Activity (work as whole class to discuss ideas)</b></p> <p><b>Session 10</b></p> <p>Read up to “I think that my goal was the feel all filled-up and, well, happy and... WHOLE”</p> <p><b>CL Link</b> - Why does Humphrey feel sad? How would you feel? Can you remember a time when you felt sad? What happened? What made you feel better? Discuss what it might mean to feel ‘whole’. Can you feel empty?</p> <p>Lynx – Read and write sentences about feeling sad-i was sad I lost my ted. I was upset when i fell. I was sad when i missed my mum. And then, how did we cheer up? How could we cheer Humphrey up. We can give him a hug. We can play with him. We can be kind to him. <b>TA Writing Activity</b></p>	<p>Model list writing or labelling images. <b>TA Write</b> - <i>We can sell buns. We can get them some food. We can give coins. We can give toys to sell.</i></p> <p><b>Session 12/13/14</b></p> <p>Orally retell the story of The Whale Who Wanted More using images from the story. Model writing sentences to accompany each picture / section of the story. <i>He went on a quest. He looked in ships and picked up shells and coins and a ladder. He was not happy. He went to the reef. He sang a song.</i></p> <p><b>Teacher- video seesaw children orally retelling the story using pictures</b></p>	<p><i>what they have written to check that it makes sense.</i></p> <p><b>T Writing Activity – Hot Task</b> - Children sequence pictures and use these to rewrite The Whale Who Wanted More.</p> <p><b>T Writing Activity – Hot Task</b> - Children sequence pictures and use these to rewrite The Whale Who Wanted More.</p>
--	---	---	--	---	--	--

				<p><b>Session 10 part 2</b>                  Read to the end of the story.                  Discuss what has happened. Lynx- How does Humphrey feel now? Why? What was he longing for? How did he stop the sea creatures from arguing?</p>		
<p><b>Phase 3 Monster Phonics with Phase 2 review</b></p>						
<p><b>N</b></p>	<p><b>3-4 Year Olds (DM)</b>                  Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').                  Recite numbers past 5.                  Say one number for each item in order: 1,2,3,4,5.                  Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').                  Show 'finger numbers' up to 5.                  Understand position through words alone.                  Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>			<p><b>Children in Reception (DM)</b>                  Count objects, actions and sounds.                  Subitise                  Link the number symbol (numeral) with its cardinal number value.                  Count beyond ten.                  Compare numbers.                  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.                  Make comparisons between objects relating to size, length, weight and capacity.</p>		
	<p><b>NCETM Week 23</b></p> <p>Use fingers to make doubles patterns.</p> <p>Consolidate their use of finger patterns to represent numbers within 5.</p> <p>Use fingers to represent numbers within 5.</p> <p>Understand that the 'whole' has not changed.</p> <p>Use their own models and/or drawings to explore and represent the numbers within 5.                  Use their fingers to represent numbers within 5.</p>	<p><b>NCETM Week 24                  Focus: Composition</b></p> <p>Visualise and use spatial language to describe numbers of dots                  Represent the same quantities to 10 using 10-frames and double dice frames.</p> <p>Match 10-frames with finger patterns and numerals.</p> <p>Use structured arrangements to show 10 and 9.</p> <p>Begin to explore ways to make 10.</p>	<p><b>NCETM Week 25                  Focus: Composition</b></p> <p>Identify missing numbers in the counting sequence to 5</p> <p>Order towers of cubes or number plates from 1–10 on a class number track</p> <p>Identify missing numbers in the counting sequence to 10.</p> <p>Match different representations of number to towers (or number plates) on a number track.</p> <p>Use language to describe positions on a number track.</p>	<p><b>NCETM Week 26                  Focus: subitise                  Review &amp; Assess</b></p> <p>Compare groups of the same object with a big difference in number, and then a small difference</p> <p>Compare by looking, then by matching 1-to-1</p> <p>Understanding when groups have an equal amount</p> <p>Comparing groups of objects that are of different sizes, colours or attributes</p>	<p><b>NCETM Week 27                  Focus: Comparison                  Review &amp; Assess</b></p> <p>Compare groups of the same object with a big difference in number, and then a small difference                  Compare by looking, then by matching 1-to-1</p> <p>Understanding when groups have an equal amount</p> <p>Comparing groups of objects that are of different sizes, colours or attributes                  Begin to generalise about '1 more/1 less' within 10</p>	<p><b>NCETM Week 27</b></p> <p><i>Catch up week due to shorter teaching days within half term</i></p> <p><b>Focus: Comparison                  Review &amp; Assess</b></p> <p>Compare groups of the same object with a big difference in number, and then a small difference                  Compare by looking, then by matching 1-to-1</p> <p>Understanding when groups have an equal amount</p> <p>Comparing groups of objects that are of</p>

	<p>Use die frames as a different structure with which to represent the same numbers within 5</p> <p>Use spatial language to describe their arrangements.</p> <p>Match die frames to ways of making 5</p> <p>Explore ways of representing numbers within 5 using 10-frames</p> <p>Make links between different representations of numbers within 5.</p> <p><b>WHITE ROSE:</b> Block 12: Explore 3D shapes</p>	<p>Represent ways to make 10 using structured arrangements.</p> <p>Decide when to subitise and when to count quantities.</p> <p><b>WHITE ROSE:</b> Summer 1 Block 1 To 20 and Beyond</p>	<p>Use the language of 'more than' and 'less than' when describing positions on a number track.</p> <p>Begin to understand the rules for simple linear track games.</p> <p><b>WHITE ROSE:</b> Summer 1 Block 2 How Many Now?</p>	<p>Begin to generalise about '1 more/1 less' within 10</p> <p>Develop a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2.</p> <p><b>WHITE ROSE:</b> Summer 1 Block 3 Manipulate, Compose and Decompose</p>	<p>Develop a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little</p> <p><b>WHITE ROSE:</b> Summer 1 Block 3 Manipulate, Compose and Decompose.</p>	<p>different sizes, colours or attributes</p> <p>Begin to generalise about '1 more/ 1 less' within 10</p> <p>Develop a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little</p> <p><b>WHITE ROSE:</b> Summer 1 Block 3 Manipulate, Compose and Decompose.</p>
<p><b>UtW</b></p>	<p><b>3-4 Year Olds (DM)</b></p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary</p> <p>Begin to make sense of their own life-story and family's history.</p>		<p><b>Children in Reception (DM)</b></p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them</p> <p>Draw information from a simple map.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>			
	<p><b>Geography:</b></p> <p>Leave a globe or world map in the classroom. Encourage the children to think about where the sea might be. Can they explain why they think that?</p> <p>Link to countries explored in Spring 2.</p> <p>Name the oceans of the world and find them on a map.</p>	<p><b>Computing</b></p> <p>Investigate blue planet website and share facts</p> <p><b>Science:</b></p> <p>Discuss fish in the aquarium. Who looks after them? What do some of the animals need? Space, enclosure, food, shelter etc. <a href="#">Link to CL</a></p> <p><b>RE</b></p>	<p><b>Geography</b></p> <p>Revisit maps and globes. Can children recall where the seas are? What are the names of some of the oceans? Focus on images and videos of Pacific Ocean and the Great Barrier Coral Reef. Remind chn of previous learning linked to Australia.</p> <p><a href="#">Link to literacy session 6</a> and <a href="#">CL</a>- what can you find</p>	<p><b>Geography:</b></p> <p>Revisit maps and globes. Revisit pacific and Great Barrier Reef.</p> <p><a href="#">Check Out the Great Barrier Reef! - YouTube</a></p> <p>Look at images and videos of the Southern Ocean and Antarctica.</p> <p><a href="#">Link with Science Seesaw geography links- children's recall of facts about seas and oceans and names</a></p>	<p><b>History:</b></p> <p>Explore London Zoo in the past using black and white images. Why do we have zoos? Why are they important. Think about conservation. How does the zoo in the past compare to the zoo that we visited? <a href="#">Seesaw history links</a></p> <p><b>Science:</b></p>	<p><b>Computing</b></p> <p>Children use doodle app to draw a whale from the story and <a href="#">Add to Seesaw</a></p> <p><b>Science</b></p> <p>Revisit Spring and baby animals- share PPT's from before- photo any spring drawings for <a href="#">Seesaw and video</a> children talking about spring-</p>

	<p><b>Science</b> What is spring? What can we see happening in spring? Recap PPT's and pictures from S2. Introduce spring insects- bees/ ladybirds. Can children spot these when they are outside?</p> <p>Draw/make a daffodil – <b>keep for Seesaw</b> (if not completed in S2)</p> <p>Make a bee - keep for <b>Seesaw later on in S1</b></p> 	<p>Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>What happens when a baby is born? Muslim welcoming - <b>Seesaw when children are secure with knowledge</b></p> <p><b>Science</b> Investigate spring flowers. PPT of daffodils/ primroses etc. Go into the garden and look/plant these flowers. Tidy up plant containers. Draw the flowers and keep for <b>Seesaw</b> talking about spring.</p>	<p>in a coral reef? What does a coral reef look like?</p> <p>Make a coral reef water tray</p> <p><b>Science</b> Animals and their young- share PPT from S2. Focus on names of common young animals- kittens, puppies, piglets, chicks, calf etc.</p>	<p><b>Science:</b> Freeze some small world sea creatures into ice. <b>Seesaw predictions- how will the animals get out? What should we do/use to help them?</b></p> <p>Encourage children to use warm water and simple tools to free the sea creatures and talk about what happens as the ice melts. <b>Seesaw experiment using children's ideas</b></p> <p><b>Attenborough day- use separate planning sheet to improve outdoor environmental area- plants etc- set up outdoor learning areas.</b></p>	<p>Revisit spring and baby animals- share PPT's from before-</p> <p><b>Computing</b> Explore Puppet Pals app to create stories</p>	<p>what doe spring look like? What happens in spring?</p>
<p><b>EAD</b></p>	<p><b>3-4 Year Olds (DM)</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Remember and sing entire songs.</p>		<p><b>Children in Reception (DM)</b> 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. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p>			
	<p><b>Music</b> KAPOW: MUSICAL STORIES Moving to Music- session 1</p> <p><b>Art:</b> Children paint their own picture of a whale.</p>	<p><b>Music</b> KAPOW: MUSICAL STORIES Storytelling with actions- session 2</p> <p><b>Art:</b></p>	<p><b>Music</b> KAPOW: MUSICAL STORIES Using instruments to represent actions - session 3</p> <p><b>Art:</b></p>	<p><b>Music</b> KAPOW: MUSICAL STORIES Using instruments to represent actions - session 4</p>	<p><b>ART- make a spring lamb - save for Seesaw later on</b></p>	<p><b>ART</b> Rain painting (mixing colours) in groups outside explore large paper and powder paint and drops of</p>

	 <p>Explore bubble wrap painting. Paint the colours on strips of bubble wrap and print the background of the ocean. Use Twinkl shadow sea creatures when dry to cut and stick on top.</p>   <p><b>Art:</b> Make a whale puppet and attach a straw stick - act out being the whale in role play tray</p> 	<p>Use bubble painting – make links to the wolf in 3 pigs- create a background coral reef picture of bubbles.</p> <p><b>EAD / PD link</b> – share images of creatures (PPT) that live in a coral reef – children draw or paint a fish or creature from the coral reef – children to label picture</p> <p><b>ART</b> <b>Make a spring flower</b> Save for Seesaw later on in S1</p> 	<p><b>ART- Create an egg box coral reef</b></p>  <p><b>Art:</b> <b>Transient Art</b> <b>Use bubble painting as background from last week and build on using sand, sea creatures, and other resource to create a transient art piece-</b> <b>Add to seesaw.</b></p>	 <p><b>Music</b> KAPOW :session 5 MUSICAL STORIES Using instruments to represent actions.</p>	<p>water. What will happen?</p>
<p><b>Provision</b> <b>Play and Learn</b></p>	<p><b>The Characteristics of Effective Teaching and Learning:</b>  <b>Playing and exploring</b> - children investigate and experience things, and ‘have a go’  <b>Active learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements  <b>Creating and thinking critically</b> -children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>				
<p>Images from the book so far of The Whale Who Wanted More to be left out in the environment with magnetic letters and pens to encourage labelling.</p> <p>Role play of different parts of story Provide masks/ accessories such as hats so pupils can take on character roles.</p>	<p>Children to create small whale pictures and then attach to a lolly pop stick so they can act out being the whale in the story.</p> <p>Leave the images out in the environment to encourage the pupils to continue acting out the story.</p>	<p>Have books about whales (both fiction and non-fiction) and images in the environment. Set up the iPads with links to the short videos about the coral reef.</p> <p>Create mini under the sea habitats using natural materials for small world play.</p>	<p>Leave images of sea creatures in the environment to inspire pupils. Create a feelings table/area with pictures of different emotions that children can use to help talk about their thoughts and feelings.</p>	<p>Leave resources out for pupils to create /write the story in Continuous Provision. Retell and celebrate these stories. Act them out at the end of the day.</p>	