

Reception Project Map

Summer 1

Above and Below the Sea

Synopsis

This half-term the children will be learning about what we find above and below the sea. We will start by exploring different underwater sea life and link our learning to our 'wow moment' of visiting the Plymouth Marine Aquarium. We will then turn our learning towards what we find above the sea and animals and birds that thrive in seaside habitats. We will find where we live on a world map and compare what beaches are like where we live and how they are in other countries such as Africa. Can we find Africa on a world map?

Key texts:

Splash! Anna Hibiscus!
Above and Below
Fidgety Fish
Commotion in the Ocean
Sharing a Shell



Key Question

What facts do you know about sea life?



Understanding the World

Environments – features of local environment. Maps of local area Comparing places on Google Earth. How are they similar/different? Can children differentiate between land and water?
Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation. Continue to learn about Sir David Attenborough. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.

PE-

Hall session

Arena- Invasion Games

Physical Development

Fine motor activities. Develop pencil grip and letter formation. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle and draw a cross.

Expressive Arts and Design

Fish collages, paper plate jellyfish. Provide a wide range of props for play which encourage imagination. Making models from recycled materials: link to keeping our sea clean.

Focus artist-Edward Tingatinga (African artist, fish)

Literacy

Stories from other cultures and traditions.

Retell a story with actions and or picture prompts as part of a group, using story language when acting out narrative.

Using rhyming words.

Can explain the main events of a story and can draw pictures of characters, events or setting in a story. These may include labels, sentences or captions.

Fidgety Fish- describing the characters.

Writing for a purpose in the role-play area, using phonetically plausible attempts at words and beginning to use finger spaces.

Facts about underwater creatures of children's choice.

Maths

- Counting on and counting back
- Numbers to 20
- Numerical patterns

RE-Understanding the World

Christianity-God/Creation
Why is the word 'God' so important to Christians?

PSED

-Looking after special people
-Understand how other people feel
-Being helpful at home
-Looking after our classroom, school and the world around us.

School Value Focus: Gratitude

Communication and Language

What happened?

Discovering interests

Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.

Phonics

RWI Set 1 and Set 2
Reading 'cvc' words with 'special friends' (wish, bath).
Reading simple sentences with increasing fluency.
Group reading of a text.