

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> Identify the main characters in the story Snail and the Whale, and talk about their feelings, actions and motives In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Look at non-fiction texts about the seas and creatures in the oceans Exploring voices and rhymes when reading Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully." 	<ul style="list-style-type: none"> Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. 'I feel so small' – How to make people feel better (using Snail from Snail in the Whale) Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. 	<ul style="list-style-type: none"> Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet, such as looking up at the sky, or sitting or lying in a den. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Continuously check how children are holding pencils for writing, scissors and knives and forks

I wonder what's in the sea?

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> Learning new sounds in Rocket Phonics and applying these to write and read short sentences Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping' Making our own letters in a bottle Writing to a mermaid Look at non-fiction texts about the seas and creatures in the oceans Looking at our authors of the term: Ian Whybrow and Adrian Reynold 	<ul style="list-style-type: none"> Sing nursery rhymes and songs containing number Say how many there are after counting – for example, "...6, 7, 8. There are 8 balls" – to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle. Count out a smaller number from a larger group: "Give me seven..." Knowing when to stop shows that children understand the cardinal principle. Play games which involve counting. 	<ul style="list-style-type: none"> Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. Observing the environment and natural world - what can we find from the Whale and the Snail in our setting? Teach children about places in the world that contrast with locations they know well Observe and interact with natural processes, such as ice melting, a sound causing a vibration an object casting a shadow, a magnet attracting an object and a boat floating on water. 	<ul style="list-style-type: none"> Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Artist of the term - Visit galleries and museums online to generate inspiration and conversation about art and artists. Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.

