
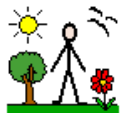









Topic:		Splish Splash Splosh		EYFS	Term	Class	Access	EYFS
 Rights Respecting		 Learning Outside the Classroom		 International Understanding		 Environmental & Ethical Awareness		
Article 24 – Right to health, water, food and environment		Exploring rain and puddles outside. Water exploration outside – water tubes, writing with water on the floor or windows etc. Experiencing and noticing the features of spring and summer outside.		Parent contribution – send in photos of our time at the sea, in the pond or at the river etc.		Looking after seas – collecting litter, recycling.		
Areas of Learning	Faculties of Learning	 Communication & Language	 Behaviour & Awareness	 Movement & Co-ordination	 Thinking Skills & Problem Solving			
	Contributing	Literacy Texts: I am a Fisherman Commotion in the Ocean Kippers Rainy Day Peppa goes to the beach 	<ul style="list-style-type: none"> Learning and experiencing new vocabulary associated with the text – e.g water related creatures and animals, names of different water environments Understanding objects, photographs and symbols have meaning. To listen and respond to others in 1:1/small groups To answer or respond to questioning linked to the text e.g where is..? show me.. ? who? What doing? Where? To understand one/ two/ three key word instructions To choose which activity to participate in using photographs 	<ul style="list-style-type: none"> Sitting in a small group for increasing periods of time up to 10 minutes. Engage in a 1:1 learning activity with an adult for increasing periods of time up to 10 minutes. To follow visual schedules, timetables e.g first and then boards. Following instructions to transition to different areas both and in and outside the classroom To engage in a joint activity e.g. mark making alongside peers To complete 3 tasks at a TEACCH station independently. To happily sit with an adult to listen a book 	<ul style="list-style-type: none"> Holding a book the right way up Turning pages in a book Developing pincer grip To demonstrate vertical and horizontal scribble To copy horizontal and vertical lines using a mark making implement. To copy horizontal and vertical lines using a finger Overwriting simple patterns or letters as part of a structured hand writing program. Isolate finger for pointing Using a range of tools to make marks To carry out actions linked to the text. To hold a pen using a tripod grip 	<ul style="list-style-type: none"> Exploring visual, auditory and olfactory objects related to the text for increasing periods of time. Copying simple actions Points to random objects in a book. Find specific objects in books Describes a character/ objects from a story using a single word e.g red, boy, big. Remembering actions over a longer period of time Recognising familiar characters Repeats words or phrases from familiar stories. Sequencing a story Predicting what happens next 		

		<ul style="list-style-type: none"> • Recognise symbols and photographs related to the story. • Matching picture to picture, picture to object • Takes part in listening games 	<ul style="list-style-type: none"> • To take turns to engage with story props 		<ul style="list-style-type: none"> • To match 5 CVC words to the correct picture. • Takes the role of the main character • Points to text as an adult reads.
	<p>Mathematics</p> <p>Number</p> <p>Capacity</p>	<ul style="list-style-type: none"> • Vocabularly – numbers, more, count, how many, add, go, stop, pour, more less, full, empty. • Using PECS, signing, communication book or verbal language to count objects or count out loud. • To choose a number rhyme using symbols/signs/words. • Responds to 'How many' • Use mathematical language (e.g. numbers) in play. 	<ul style="list-style-type: none"> • Waiting and taking turns during group work or games. • To find own resources. • To tidy away resources. • To complete 3 tasks at a TEACCH station independently. • Sitting in a small group for increasing periods of time up to 10 minutes. • Engage in a 1:1 learning activity with an adult for increasing periods of time up to 10 minutes. 	<ul style="list-style-type: none"> • Picks up small counting objects using pincer grip. • Grasping objects transferring to a container and releasing. • Complete gross motor actions correctly e.g throwing objects into a countainer, fishing out numbered fish. • Places counting objects in a line. • Isolates finger to point to items as they count. • Pouring and stopping • Pouring to a given line. 	<ul style="list-style-type: none"> • Responding, enjoying and joining in with number rhymes • Uses switches to activate effects. • Anticipate familiar actions. • Following a counting sequencing. • Recognising numbers 1-10. • Sequencing numbers • Counting how many and counting out objects to 10. • From a given number to 5 finds one more and one less. • To explore capacity through pouring and filling from a variety of conatiners. • To recognize more and less between two jugs. • To solve simple problems such as how many people can have a drink. • To recognize full/empty/and full.



Choi

Understanding of the World

Seasons – Spring, Summer

Occupation - Fisherman

Celebrations Eid

Looking after the sea

Exploring the properties of different materials.

- To listen to and learn vocabulary linked to spring, summer, sea animals, pond animals, floating, sinking, materials studied.
- Listen to stories related to Eid
- To show a preference and make choices between resources by eye-gazing, reaching or vocalizing.
- To match picture to object.
- To recognize themselves within pictures of being at the seaside/pond, river.

- Listens to instructions in adult-led activities in various environments.
- To find places in the environment when shown a photograph or told verbally.
- To hold hands when transitioning around school.
- To walk with the group when transitioning around school and school grounds.
- To anticipate where to go when transitioning around school as part of our routine.
- To stay with the class when outside the classroom with support

- Use simple tools to effect changes of materials with control.
- Manipulates materials in a range of ways e.g by tearing, pressing, shaking etc
- Handles tools, objects, construction materials safely and with increasing control.
- To act out different celebrations through role play

- Experience/notice changes related to Spring and Summer.
- Explore artifacts related to Eid.
- Explore a collection of materials of different properties; e.g waterproof, non-waterproof, will float, will sink
- To group materials based on float/sink, waterproof, non-waterproof.
- Begin to understand the need to look after our seas.
- To show an interest in and recognize animals related to the sea and pond.

H & Wellbeing

Expressive Arts and Design

- To use words/signs/symbols to indicate chosen colour or request equipment
- To imitate sounds
- To make sounds at different volumes
- Chooses which song to sing using symbols
- To communicate about what they have drawn.

- To sit and attend for increasing periods of time up to 10 minutes for an art activity.
- To use items safely and appropriately.
- To wait until it is their turn to choose a song.
- To tolerate wearing protective clothing e.g apron.

- To mix with a palmer grip
- Uses whole arm when painting
- To squeeze a paint bottle.
- To make snips with scissors
- To put on an apron with increasing independence.
- To tear paper to make a collage.
- To develop motor control when using instruments – e.g able to produce loud, quiet, hard and soft sounds.

- Explores and experiments with a range of media through sensory exploration.
- Deliberately mark makes with a variety of materials
- To use different colours when painting/colouring
- To use cutting and sticking skills to create mixed media collages.
- Experiences a range of musical instruments, songs, sounds related to the ocean.
- Joins in with familiar nursery rhymes
- To begin to develop ideas on what materials to use and what to make.
- To begin to draw more complexly adding detail, to represent objects.



Physical Development

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| <ul style="list-style-type: none">• To follow simple one and two step instructions• Follow a visual schedule to dress and undress. | <ul style="list-style-type: none">• To show an awareness of familiar routines e.g retrieving PE kit• To willingly engage in PE activity• To walk with the group whilst transitioning to the MUGA• To be able to engage in a calming session after exercise• To use PE equipment safely and appropriately• Experience and respond to different types of music.• To engage in a PE game with peers. | <ul style="list-style-type: none">• Fine motor – Fastenings on clothing• Gross motor – Copying large movements with increasing accuracy.• Dressing skills• To be able to walk over uneven surfaces.• To walk up and down steps with increasing confidence. | <ul style="list-style-type: none">• To follow or copy actions with support• Experience and repond to different types of music• To understand and follow the rules of a simple game.• To be able to travel in different ways – jumping, walking, crawling, hopping etc. |
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