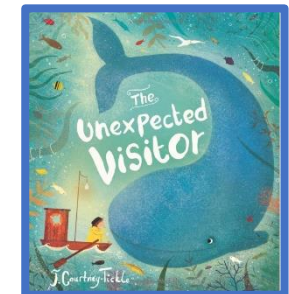
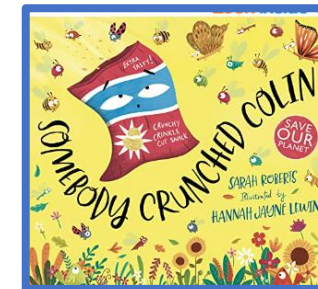
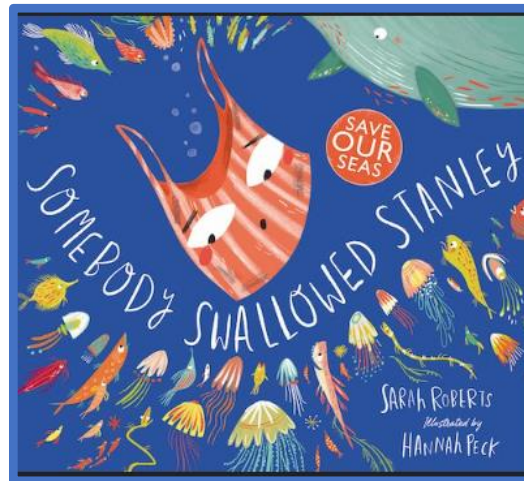
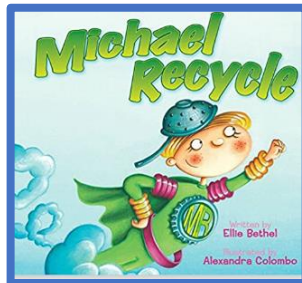
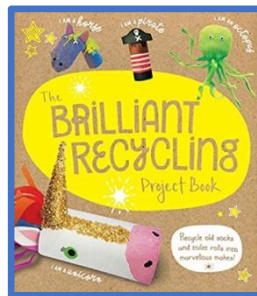
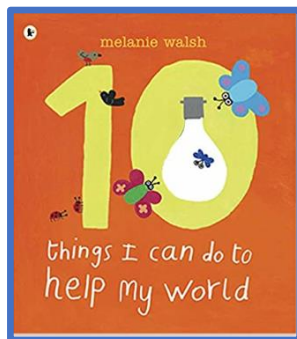



# Reception Spring Term Teaching & Learning



Planning around a quality text, facilitating the holistic way young children learn

## Key Learning Outcomes: Summer Term 2 \* Also see full curriculum overview

Prime Areas of Learning							
<b>Communication &amp; Language</b> Children learn to: <ul style="list-style-type: none"> <li>Listen to and enjoy a variety of stories, rhymes, poems &amp; non-fiction texts.</li> <li>Respond to what they hear, using relevant comments and questions to clarify their understanding</li> <li>Re-enact and retell simple texts (fiction and non-fiction), using some vocabulary and language structures from the text</li> <li>Listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary</li> <li>Share non-fiction facts linked to focus text / theme</li> <li>Hold conversation when engaged in back-and-forth exchanges</li> <li>Participate in discussions, including whole class / key person group</li> <li>Understand and use recently learnt vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>Articulate their ideas &amp; thoughts in well-formed sentence, including the correct use of tenses; and making use of conjunctions with some practitioner support</li> </ul>		<b>PSE</b> <i>(Personal, Social &amp; Emotional Development)</i> Children learn to: <ul style="list-style-type: none"> <li>Identify and moderate own feelings socially and emotionally</li> <li>Express own feelings and consider the feelings and needs of others. Think about the perspectives of others.</li> <li>Set and work towards own simple goal, being able to wait for what they want and control their immediate impulses</li> <li>Follow instructions involving several ideas or actions</li> <li>Complete Weekly Challenges with greater independence</li> <li>Manage own self-care needs with greater independence</li> <li>Participate in discussions about overall health and wellbeing</li> <li>Be confident to try new activities and show resilience and perseverance in the face of challenge</li> <li>Explain the reason for rules, no right from wrong and behave accordingly</li> <li>See self as a valuable individual with different interests and experiences</li> <li>Use some social phrases with confidence</li> <li>Build constructive and respectful relationships; work and play cooperatively and take turns with others</li> </ul>		<b>Physical Development</b> Children learn to: <ul style="list-style-type: none"> <li>Demonstrate body-strength, balance, co-ordination and agility while playing</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Continue to refine the fundamental movement skills they have already acquired and move energetically: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace</li> <li>Further develop and refine a range of ball skills including passing, batting and aiming</li> <li>Negotiate space and obstacles safely, with consideration of themselves and others</li> <li>Continue to develop small motor skills so that they can use a wider range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, modelling tools</li> <li>Consolidate Beery Shapes using a range of different media - </li> <li>Begin to show accuracy and care when drawing</li> <li>Form all letter families correctly: □ long ladder □ one-arm robot □ curly caterpillar □ zig-zag</li> <li>Form capital letters correctly</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>			
Specific Areas of Learning							
<b>Literacy ...</b> <i>including Foundational Phonics * See CL for comprehension skills</i> Children learn to: <ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play □ Retell story in small world / role play (in correct sequence) □ Take on role of character using some story language □ Talk about likes and dislikes of texts, rhymes and poems</li> <li>Anticipate, where appropriate, some key events in stories</li> <li>Talk about story events, story structure (beginning, middle and end), characters and settings in response to questions</li> <li>Answer a range of questions (<i>including some simple inferential and deductive questions</i>) with relevant comments</li> <li>Continue to consolidate concepts about print: □ Identify and name different parts of a book, including for non-fiction texts e.g. <i>contents page, label, illustration, caption</i> □ <b>Begin to</b> understand page numbers □ Know that a sentence starts with a capital letter and ends with a full stop</li> <li>Consolidate foundational phonics (phase 1) with a focus on the application of oral blending and segmenting</li> <li>Know and apply school's systematic synthetic phonics programme: □ Grapheme phoneme correspondence □ Blending and segmenting skills □ High frequency words</li> <li>Read labels, captions and some simple sentences using current phonic knowledge (in line with school's phonics programme)</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>Spell: □ CVC words, including with taught digraphs / trigraphs □ taught common exception words</li> <li>Write a caption / sentence with □ word spaces □ capital letter / full stop correctly.</li> <li>Orally rehearse caption / sentence before writing it</li> <li><b>Begin to</b> compose a sequence of 2-3 simple sentences</li> <li>Re-read what they have written to make sure it makes sense</li> </ul>		<b>Mathematics</b> Children learn to: <ul style="list-style-type: none"> <li>Recite numbers beyond 20: □ Backward from 20 □ Break counting chain (not always starting from 1 forwards or 20 backwards)</li> <li>Count objects, actions and sounds in a range of contexts to 10</li> <li>Have a deep understanding of numbers to 10 including the composition of each number</li> <li>Compare quantities up to 10 in different contexts; recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Subitise 5 objects</li> <li>Automatically recall number bonds to 5 and some to 10; including double facts</li> <li>Link the number symbol (numeral) with its cardinal number value to 10 with confidence</li> <li>Understand 'one more/less than' to 10</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> <li>Problem-solve up to 10</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Continue, copy and create repeating patterns</li> <li>Compare length, weight, capacity and distance using appropriate vocabulary</li> <li>Use the vocabulary of time – <i>before, after, then, first, later, next, days of the week and learn some months of the year</i></li> </ul>		<b>Understanding the World</b> Children learn to: <ul style="list-style-type: none"> <li>Describe what they hear, see and feel</li> <li>Understand the need to respect and care for the natural environment □ Handle living things with care □ Understand and talk about how to look after animals and plants □ Explore and talk about a variety of animal habitats and what animals need to survive □ <b>Begin to</b> understand how plants and animals help each other</li> <li><b>Begin to</b> recognise and name some parts of plants and animals</li> <li>Understand what some different parts of animals are used for</li> <li>Understand the effect of changing seasons on the world around them.</li> <li>Draw information from a simple map</li> <li>Recognise and talk about how some environments are different to the one in which they live</li> <li>Recognise some similarities and differences between life in this country and others</li> </ul>		<b>Expressive Arts &amp; Design</b> Children learn to: <ul style="list-style-type: none"> <li>Observe colours in nature and represent it in their art work, mixing colours to match what they see</li> <li>Use loose parts to make imaginative structures</li> <li><b>Begin to</b> invent, adapt and recount narratives with peers and teacher</li> <li>Make use of props and materials when role playing characters in narratives and stories</li> <li><b>Begin to</b> listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Explore and engage in music making and dance</li> <li>Move in time to music</li> <li>Perform songs, rhymes, poems and stories with others</li> </ul>	
Characteristics of Effective Teaching & Learning							
<b>Playing &amp; Exploring</b> □ Make individual choices □ Do things independently which have been taught previously □ Share and talk about their own interests and fascinations □ Engage confidently in new experiences		<b>Active Learning</b> □ Participate in daily routines and predict the sequence of routines □ Use a range of strategies to reach a goal they have set themselves □ Begin to correct their mistakes □ Keep in trying when things are difficult		<b>Creating &amp; Thinking Critically</b> □ Share their own ideas □ Take part in simple pretend play and use to understand another perspective □ Concentrate on achieving something that is important to them □ Solve real problems			

**Key teaching strategies:** □ Reading – sound buttons / fringe framing / trapping high frequency word □ Writing – oral segmenting / bead string / phoneme mat / spidergram

**Small Steps in Learning:** □ *Read and spell some simple CVC words; begin to read and write a simple sentence* □ *Read and spell CVC words with accuracy, including those with taught digraphs and some trigraphs; read and write two simple sentences* □ *Read and spell some words with adjacent consonants; write a short sequence of two / three sentences.* □ Use oral segmenting for accurate spelling □ To consolidate application of concepts about print knowledge (i) capital letter (ii) word spacing (iii) full stop □ To name and talk about different parts of a book, including non-fiction. □ Re-read own writing to make sure it makes sense □ Answer questions with relevant comments – including some inferential □ Ask questions to further develop understanding.

**Key vocabulary** Revisit / New **Book talk:** fiction, non-fiction, author, illustrator, blurb, character, spidergram, fact card, **swept, tentacles, barnacles, nostril, vast, spluttered, peck, snap, nip, squawking, spout, torn**

**Resources:** □ Who Swallowed Stanley – Sarah Roberts □ Linked fiction and non-fiction texts □ Video / livestream of ocean life □ Photographs of linked sea creatures □ fact cards

**Shared Read and Write**

**Guided Write**

**Monday**  
**Hook – Shared talk [activating prior knowledge and support vocabulary development]:** □ Sealife video / livestream *Open Sea | Live Cam | Monterey Bay Aquarium* □ **Talking partners** – name and talk about different creatures from live cam / previous experiences **Shared write:** □ Write a list of sea creatures e.g. *fish, shark, crab, eel, clam, gull, squid, starfish, jellyfish....* **Transition into continuous provision:** Remind children where they can: □ look at a range of non-fiction books about sea creatures in the Book Area □ write their own list of sea creatures in the Small World or Water Area □ complete Weekly Challenges.

**Activity:** To write a fact card about a sea creature of choice  
**Audience:** Class – to put in the Investigation / Water Area / Book Area  
**Purpose:** Share information  
**Form:** Fact cards

**Tuesday**  
**Book Introduction:** □ Review book vocabulary – title, author / illustrator / blurb **Read-aloud of blurb** ... to 'but Stanley has stripes'... □ Watch a jellyfish live cam - *Jelly | Live cam | Monterey Bay Aquarium* □ Explore a plastic bag like 'Stanley' □ **Talking partners** – what is the same / different about a jellyfish and a plastic bag □ Read of blurb to the end □ **Talking partners** – What do the children think is the problem with a plastic bag in the ocean? □ Discuss 'Save our seas' label on front cover – what does that mean? **Vocabulary development** – gangly, dangly, tentacles, animal behaviourist ... **Shared read [with illustration of Stanley]:** Here is Stanley. He looks like a jellyfish, but he is a plastic bag. \* Children helping to read words highlighted in blue using HFW and phonics knowledge. **Transition into continuous provision:** Remind children where they can: □ re-watch the jelly live cam □ create a large sea creature outside and label / write a fact e.g. *using transient art materials* □ complete Weekly Challenges.

**Teaching Structure:**

- Practitioner shares learning intentions:
  - Explain audience, purpose and form of task □ Share learning outcomes i.e. *write 1 to 3 short sentences about a sea creature using capital letter and full stop.*
- Practitioner models key skills:
  - Record key information using spidergram □ Use spidergram to orally rehearse sentences □ Write each sentence with focus on concepts about print, application of phonics [including oral segmenting], spelling of tricky words □ reading back writing to ensure it makes sense. Sentence structures – *Here is a ... It has ... It can ...*
- Children rehearse strategies with practitioner writing a new fact card:
  - Practitioner supports application of key skills / writing process
- Children try strategies independently:
  - Practitioner to scaffold learning as required (*see below*)
- Review / celebrate of learning
  - Use of specific praise □ Address misconceptions

**Wednesday**  
**Quality read-a-loud:** □ Review book vocabulary – author / illustrator / blurb □ Read to end of page 12 – *But Stanley wouldn't go down.* □ **Vocabulary development** – *swept, tentacles, barnacles, vast, spluttered* ... discuss as appropriate **Comprehension:** □ Predict what the next animal might be using: (i) clues from the book in the following order – *sharp yellow beak, small beady eye, flapped his wings, pecked, snapped, nipped* (ii) slow reveal of different parts of animal **Shared write** [photograph of a gull] – label parts and actions around illustration – *leg, wing, back, beak, peck, nip, snap, flap* ... Write a fact – *Here is a gull.* **Transition into continuous provision:** Remind children where they can: □ label their own photograph of a gull and write a fact □ make a model of favourite sea creature in the Malleable Area and label / write a fact □ complete Weekly Challenges

**Adaptive Teaching:**  
**Pre-teach:** □ Label sea creatures with word cards □ Read fact cards □ Make a spidergram and orally rehearsing sentences  
**Smaller steps:** □ Spell CVC words e.g. *red, fin, gill* □ Write one sentence – *It is a ... It can ...*

**Thursday**  
**Shared Read:** □ Labelling of gull from previous day **Quality read-aloud:** □ From beginning to end of page 18 – *So who has swallowed Stanley?* □ **Vocabulary development** – revisit of words from previous day **Comprehension:** □ Predict what the next animal might be using: (i) clues from the book in the following order - *paddled shaped flippers / small wrinkly head / beautiful shell* (ii) slow reveal of different parts of animal **Shared Read** [photograph of a turtle]: □ Fact card about a turtle – *Here is a turtle. It can swim. It has a shell.* \* Children helping to read words highlighted in blue using HFW and phonics knowledge. **Transition into continuous provision:** Remind children where they can: □ look carefully at photographs of turtles in the natural habitat □ complete obstacle course with signs and instructions □ complete Weekly Challenges.

**Groups:** □ Flexible – to address priority next steps □ Smaller groups (minimum of 3 children for lower attainers / maximum of 6 for children working at age related or above)  
**Scaffolds/ Resources:** □ Talking tin to record oral rehearsal □ Phoneme mat □ Letter formation chart □ Phoneme bead string □ Buttons to support word spacing □ Writing checklist  
**Post-teach:** Role of the Targeter Planning - □ Label / write facts about sea creatures e.g. *Malleable / Creative / Water Area* □ Make spidergrams □ Read fact cards

**Friday**  
**Quality read-aloud:** □ Read from beginning to end of book □ **Vocabulary development** – revisit of words from earlier in the week **Book Talk:** □ Who is the main character in the story? □ Who are the other characters? **Shared Write** [photograph of a fish with a red tail]: □ Use a spidergram to identify what a fish looks like and what it can do e.g. *tail / fin / gills / swim* □ Write a fact card using spidergram - *Here is a fish. It has a red tail. It can swim.* **Transition into continuous provision:** Remind children: □ of provision enhancements across the week □ complete Weekly Challenges.



**Key teaching strategies:** □ Reading – sound buttons / fringe framing / trapping high frequency word □ Writing – oral rehearsal / oral segmenting / bead string / phoneme mat / word spacer / reading back writing

**Small Steps in Learning:** □ *Read and spell some simple CVC words; begin to read and write a simple sentence* □ *Read and spell CVC words with accuracy, including those with taught digraphs and some trigraphs; read and write two simple sentences* □ *Read and spell some words with adjacent consonants; write a short sequence of two / three sentences.* □ Use oral segmenting for accurate spelling □ To consolidate application of concepts about print knowledge (i) capital letter (ii) word spacing (iii) full stop □ To name and talk about different parts of a book, including non-fiction. □ Re-read own writing to make sure it makes sense □ Answer questions with relevant comments – including some inferential □ Ask questions to further develop understanding.

**Key vocabulary:** Revisit / New - fiction, non-fiction, author, illustrator, blurb, character, swept, tentacles, barnacles, vast, spluttered, peck, snap, nip, squawking, spout, torn, first, next, then, finally, thought bubble, intonation / expression, zig-zag book

**Resources:** □ Who Swallowed Stanley – Sarah Roberts □ Linked fiction and non-fiction texts □ Text illustrations for sequencing - (i) Stanley in the water (ii) The whale with open mouth (iii) gull with open beak (iv) turtle illustration (v) Stanley as a kite up the air. □ Thought bubbles □ zig zag books

**Shared Read and Write**

**Guided Write**

Monday	<p><b>Quality read-a-loud:</b> □ Review book talk – author / illustrator / blurb <b>Vocabulary development</b> – <i>swept, tentacles, barnacles, vast, spluttered, peck, snap, nip, squawking, spout, torn ...</i> discuss as appropriate <b>Story sequencing:</b> <i>Talking partners</i> - □ Sequence 5 illustrations in order – (i) Stanley in the water (ii) Whale and Stanley (iii) Gull and Stanley (iv) Turtle and Stanley (v) Stanley as a kite up the air. □ Children encouraged to give reasons for sequence choices. <b>Modelled oral text re-telling, using illustrations:</b> □ (i) Stanley is a bag and is in the sea (ii) First, a whale swallowed Stanley (iii) Next a gull swallowed Stanley (iv) Then a turtle swallowed Stanley (v) Finally, a boy made Stanley into a kite. □ Repeat of text retelling, children joining in and suggesting actions. <b>Transition into continuous provision:</b> Remind children where they can: □ read fact cards written previous week □ complete Weekly Challenges, including writing new fact card.</p>
Tuesday	<p><b>Story sequencing:</b> □ In small groups children sequence own set of illustrations <b>Talk / vocabulary development</b> □ <i>Talking partners:</i> Who do the other sea creatures think Stanley is? What / who does the whale think Stanley is? <b>Shared write</b> – □ Introduction to thought bubbles □ Write Stanley thought bubbles for first two illustrations: (i) I am not a fish. (ii) I am not food. Check concepts about print – (i) Has the sentence got a capital letter and full stop? (ii) Is the sentence easy to read? Has it got word spaces? What can we use to check? e.g. <i>button / word spacer</i> □ Modelled read of thought bubbles with intonation <b>Text re-telling / shared read:</b> □ Oral retell of story [from Monday] with read of thought bubbles with intonation. <b>Transition into continuous provision:</b> Remind children where they can: □ sort, label and write facts about different sea creatures □ act out story on stage □ complete Weekly Challenges, including writing fact cards</p>
Wednesday	<p><b>Story sequencing:</b> □ In small groups children to sequence own set of illustrations and match / read first two thought bubbles <b>Talk / vocabulary development</b> □ <i>Talking partners:</i> What did the gull do to Stanley? What does Stanley think will happen with the turtle? <b>Shared read</b> – Stanley thought bubbles for next 2 illustrations – (iii) Do not nip and peck me (iv) No! I will get stuck. * Check of concepts about print [ see Monday] ** <b>Text re-telling / shared read:</b> □ Oral retell of story [from Monday – adding additional vocabulary as appropriate e.g. <i>a whale with barnacles</i>] with read of thought bubbles with intonation <b>Transition into continuous provision:</b> Remind children where they can: □ sequence own illustrations and write thought bubbles □ draw a large story map outside and add some thought bubbles □ complete Weekly Challenges</p>
Thursday	<p><b>Story sequencing:</b> □ In small groups children to sequence own set of illustrations and match / read first four thought bubbles <b>Talk / vocabulary development</b> □ <i>Talking partners:</i> What does the little boy think about Stanley? <b>Shared write</b> – Stanley thought bubble for final illustrations – (v) I am high up in the air. * Check of concepts about print [ see Monday] ** Identify words with trigraphs and the HFW 'the' <b>Text re-telling / shared read:</b> □ Oral retell of story [from Monday – adding additional vocabulary as appropriate] with read of thought bubbles with intonation. <b>Transition into continuous provision:</b> Remind children where they can: □ act out story □ complete Weekly Challenges</p>
Friday	<p><b>Story sequencing:</b> □ In small groups children to sequence own set of illustrations and match / read all thought bubbles <b>Text re-telling / shared read:</b> □ children perform text retelling with read of speech bubbles for other groups <b>Book Talk:</b> □ <i>Talking partners</i> – discussion on favourite story part and why <b>Transition into continuous provision:</b> Remind children: □ of provision enhancements across the week □ complete Weekly Challenges.</p>

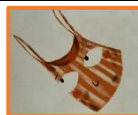
<p><b>Activity:</b> To make a zig-zag book</p> <p><b>Audience:</b> Nursery or class [ book in the Book Area]</p> <p><b>Purpose:</b> Story writing</p> <p><b>Form:</b> Book</p> <hr/> <p><b>Teaching Structure:</b></p> <ol style="list-style-type: none"> <li>Practitioner shares learning intentions                     <ul style="list-style-type: none"> <li>□ Explain audience, purpose and form of task □ Share learning outcomes i.e. <i>sequence illustrations [ a page for each illustration]; write / add a thought bubble for each illustration using capital letter and full stop * Written speech bubbles available for some children to use.</i></li> </ul> </li> <li>Practitioner models key skills                     <ul style="list-style-type: none"> <li>□ Add title to front cover / Author and illustrator titles [ all pre typed] □ Sequence illustrations – one to each page □ Compose thought bubble [oral to written] for page 1 with focus on concepts about print, application of phonics [including oral segmenting], spelling of tricky words □ reading back writing to ensure it makes sense. Sentence structures - <i>I am not a fish.</i></li> </ul> </li> <li>Children rehearse strategies with practitioner completing page 2. Sentence structure – <i>I am not food.</i> □ Practitioner supports application of key skills / writing process</li> <li>Children try strategies independently [<i>writing some speech bubbles; reading / matching already written speech bubble to illustration</i>]                     <ul style="list-style-type: none"> <li>□ Practitioner to scaffold learning as required (see below)</li> </ul> </li> <li>Review / celebrate of learning                     <ul style="list-style-type: none"> <li>□ Read of books □ Use of specific praise □ Address misconceptions</li> </ul> </li> </ol> <p><b>Adaptive Teaching:</b></p> <ul style="list-style-type: none"> <li>✚ Number of written thought bubbles * <i>Written speech bubbles available for some children to use.</i></li> </ul> <p><b>Pre-teach:</b> □ Sequence illustrations on washing line □ Read / match speech bubble to illustration</p> <p><b>Smaller steps:</b> □ Sequence word cards to create a sentence</p> <p><b>Groups:</b> □ Flexible – to address priority next steps □ Smaller groups (minimum of 3 children for lower attainers / maximum of 6 for children working at age related or above)</p> <p><b>Scaffolds/ Resources:</b> □ Talking tin to record oral rehearsal □ Phoneme mat □ Letter formation chart □ Phoneme bead string □ Buttons to support word spacing □ Writing checklist</p> <p><b>Post-teach:</b> Role of the Targeter Planning - □ Sequencing words on a washing line to create a sentence e.g. <i>I am not a fish.</i></p>
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**Key teaching strategies:** □ Reading – sound buttons / fringe framing / trapping high frequency word □ Writing – oral rehearsal / oral segmenting / bead string / phoneme mat / word spacer / reading back writing

<p><b>Small Steps in Learning:</b> □ <i>Read and spell some simple CVC words; begin to read and write a simple sentence</i> □ <i>Read and spell CVC words with accuracy, including those with taught digraphs and some trigraphs; read and write two simple sentences</i> □ <i>Read and spell some words with adjacent consonants; write a short sequence of two / three sentences.</i> □ <i>Use oral segmenting for accurate spelling</i> □ <i>To consolidate application of concepts about print knowledge (i) capital letter (ii) word spacing (iii) full stop</i> □ <i>To name and talk about different parts of a book, including non-fiction.</i> □ <i>Re-read own writing to make sure it makes sense</i> □ <i>Answer questions with relevant comments – including some inferential</i> □ <i>Ask questions to further develop understanding.</i></p>		<p><b>Key vocabulary:</b> Revisit / new - fiction, non-fiction, author, illustrator, blurb, character, swept, tentacles, barnacles, vast, spluttered, peck, snap, nip, squawking, spout, torn, first, next, then, finally, poster, recycling, instruction</p> <p><b>Resources:</b> □ Who Swallowed Stanley – Sarah Roberts □ Linked fiction and non-fiction texts. □ Poster examples □ Poster proforma □ Linked videos and photographs to generate discussion</p>
<p><b>Shared Read and Write</b></p>		<p><b>Guided Write</b></p>
Monday	<p><b>Hook:</b> Shared posters with visuals about taking care of the environment e.g. <i>putting rubbish in the bin / turning off the light / turning off the tap.</i> Discuss the purpose of a poster. <b>Read-aloud:</b> - Ten Things I Can Do to Help My World <b>Book talk / vocabulary development / activating prior knowledge:</b> <u>talking partners</u> - □ What happened in 'Who Swallowed Stanley'? Why did it happen? □ Discuss the importance of putting rubbish in the bin. What would happen if we didn't? <b>Shared Write:</b> □ Make a class poster - <i>We need to put it in the bin.</i> * Check of concepts about print from previous week. <b>Transition into continuous provision:</b> Remind children where they can: □ look at different posters / read books about looking after the environment □ make own obstacle course □ complete Weekly Challenges, including make new story zig zag book with thought bubbles</p>	<p><b>Activity:</b> To make a poster  <b>Audience:</b> Whole school  <b>Purpose:</b> Information / instructional  <b>Form:</b> Poster</p> <hr/> <p><b>Teaching Structure:</b></p>
Tuesday	<p><b>Read-aloud:</b> - Ten Things I Can Do to Help My World <b>Shared read:</b> □ Read of poster from previous day. <b>Talk / vocabulary development:</b> □ Naming objects in a sand tray e.g. <i>piece of cardboard box, plastic bottle, old boot ...</i> □ Talking partners – Do we need to put everything in the bin? What do we need to do? <b>Shared write:</b> □ Make a class poster – <i>We need to sort the mess [ or 'rubbish' if appropriate]</i> * Check of concepts about print from previous week <b>Transition into continuous provision:</b> Remind children where they can: □ sort a bag of rubbish and write lists □ play a phonics game outside □ complete Weekly Challenges</p>	<p>1. Practitioner shares learning intentions          □ Explain audience, purpose and form of task □ Share learning outcomes i.e. <i>to make a poster with an instruction; write a sentence with a capital letter and full stop.</i></p> <p>2. Practitioner models key skills          □ Choose a photograph to write about □ Oral composition – <i>I will put it in the bin.</i> □ Write sentence with focus on concepts about print, application of phonics [including oral segmenting], spelling of tricky words □ Read back writing to ensure it makes sense.</p>
Wednesday	<p><b>Shared read:</b> Read posters from earlier in the week. <b>Talk / vocabulary development:</b> □ video of a running tap / brushing teeth with the tap running <b>Talking partners:</b> □ What is wrong in the video? What do we need to do? <b>Shared read:</b> □ new poster – <i>We need to turn off the tap.</i> * Check of concepts about print from previous week ** Identify digraphs in words. <b>Transition into continuous provision:</b> Remind children where they can: □ look after nature area □ write a list of rhyming words □ complete Weekly Challenges, including making group / own story book</p>	<p>3. Children rehearse strategies with practitioner          □ Practise writing another sentence – <i>I will turn off the tap.</i></p> <p>4. Children try strategies independently          □ Practitioner to scaffold learning as required (see below)</p>
Thursday	<p><b>Shared read:</b> Read posters from earlier in the week. <b>Talk / vocabulary development:</b> □ photographs of lights on in a house and nobody in the rooms □ <u>Talking partners</u> - What is wrong in the photographs? What do we need to do? <b>Shared write:</b> □ new poster – <i>We need to turn off the light.</i> * Check of concepts about print from previous week ** Identify digraphs and trigraphs in words. <b>Transition into continuous provision:</b> Remind children where they can: □ paint own poster □ complete Weekly Challenges, including making group / own story book</p>	<p>5. Review / celebrate of learning          □ Use of specific praise □ Address misconceptions</p> <p><b>Adaptive Teaching:</b></p> <p><b>Pre-teach:</b> □ Read simple instruction underneath photograph e.g. <i>Put it in the bin.</i></p>
Friday	<p><b>Shared read:</b> Read posters from the week * Check of concepts about print from previous week ** Identify digraphs and trigraphs in words. <b>Talk / vocabulary development:</b> <u>Talking partners</u> - □ What do we now need to do with the posters? Discuss the best place to put each one around school – [this could be linked to map reading] <b>Transition into continuous provision:</b> Remind children □ of provision enhancements across the week □ to complete Weekly Challenges.</p>	<p><b>Smaller steps:</b> □ Sequence word cards to create sentence</p> <p><b>Groups:</b> □ Flexible – to address priority next steps □ Smaller groups (minimum of 3 children for lower attainers / maximum of 6 for children working at age related or above)</p> <p><b>Scaffolds/ Resources:</b> □ Talking tin to record oral rehearsal □ Phoneme mat □ Letter formation chart □ Phoneme bead string □ Buttons to support word spacing □ Writing checklist</p> <p><b>Post-teach:</b> Role of the Targeter Planning - □ Reading posters around school □ Making a new poster</p>

## Adult-Led Teaching & Learning (shared / guided inputs): Activity ideas

Prime Areas of Learning		
<p><b>Personal, Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>▪ <b>Exploring feelings</b> – □ How is Stanley feeling at different parts in the story? How do we know? – illustrations / text e.g. <i>Then something terrible happened; Stanley tried to be brave; pecked, snapped and nipped</i> □ Discuss words to describe the whale – what do they tell us – <i>She coughed and she spluttered</i>. What other words could we use? Discuss words used to describe the turtle – what do they tell us – <i>She gasped, spluttered then started to choke ...</i> What other words could we use?</li> <li>▪ <b>Manage own self-care needs</b> during the summer months: □ Getting appropriately dressed □ Drinking enough water □ Sitting in the shade</li> <li>▪ <b>Rules:</b> □ Make posters to look after the school environment / share with other classes □ Agree how to look after the plants in the hot weather</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>▪ <b>Dance:</b> Let's move like sea creatures - see for ideas <a href="#">Dance KS1: Let's Move. Under the sea - BBC Teach</a> (i) Snapping claws and wriggling tentacles (ii) Turtles, dolphins and whales * Watch videos / live stream before</li> <li>▪ <b>Balancing:</b> □ Complete seaside obstacle course with signpost / instructions □ Make own obstacle course - label with signs and instructions e.g. <i>Go to... Can you ... You need to ... Run to the ...</i></li> <li>▪ <b>Ball skills:</b> Beach games - □ bouncing □ throwing and catching □ batting</li> <li>▪ <b>Large Construction:</b> □ Create a bus to visit the beach – add maps / tickets</li> <li>▪ <b>Litter picking</b> with grabbers</li> <li>▪ <b>Art:</b> □ Observational drawing / painting of favourite sea creature – write a fact</li> <li>▪ <b>Letter formation:</b> Target letter families □ water □ sand</li> </ul>	
Specific Areas of Learning		
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>▪ <b>Number Rhymes:</b> □ One, Two, Three, Four, Five ... □ Five Little Ocean Friends [extend to 10]</li> <li>▪ <b>Sorting</b> and counting a box of different sea creatures</li> <li>▪ <b>Sea creature Flip Flaps:</b> Show □ Numeral amount □ One more / less □ A number between 2 given numbers</li> <li>▪ <b>Estimate:</b> The number of □ fish in a shoal □ turtles on a log □ crabs on the sand □ shells / pebbles in a basket</li> <li>▪ <b>Composition:</b> □ Explore different ways to make numbers up to 10 using two different types of sea creatures / images</li> <li>▪ <b>Doubling:</b> □ Take turns to turn over a card and double the number using shells / pebbles / sea creatures</li> <li>▪ <b>Positional language:</b> Using Sea creatures □ Follow instructions □ Describe where the animals is using a full sentence</li> <li>▪ <b>Shapes:</b> □ Deconstruct shapes to make a sea creature □ Sort a basket of rubbish by 3D shapes</li> <li>▪ <b>Measure:</b> □ Weight different beach objects to find the lightest / heaviest</li> </ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>▪ <b>Maps:</b> □ Create Stanley's journey using small world resources – record on a simple map □ Use a bee bot to make the same journey as the turtle</li> <li>▪ <b>Sun / Shadow Study:</b> □ Find different shady places throughout the day – record on a simple map</li> <li>▪ <b>Sea creatures:</b> □ Name the animals □ Identify their key characteristics – what they look like / how they move □ Name favourite animal and give reasons why</li> <li>▪ <b>Sea Creature Habitats:</b> □ Compare different habitats □ Name favourite habitat and give reasons why</li> <li>▪ <b>Recycling / Looking after the Environment:</b> □ Read a range of different books, fiction and non-fiction e.g. <i>Michael Recycle series, Somebody Crunched Colin ...</i></li> <li>▪ <b>Environments:</b> □ Compare beach scene with photograph of outdoor area at school – what is the same / different □ Discuss likes / dislikes of each</li> </ul>	<p><b>Expressive Arts &amp; Design</b></p> <p><i>Photographs, illustrations, small world resources as a stimulus</i></p> <ul style="list-style-type: none"> <li>▪ <b>Observational Drawing / Painting:</b> □ Favourite Sea creature □ Scene from the story</li> <li>▪ <b>Colour Mixing:</b> Different shades of □ blue for the sea □ orange for a jellyfish</li> <li>▪ <b>Sculpture:</b> □ Make a nest for the turtle using transient / natural materials / clay</li> <li>▪ <b>DT:</b> □ Make a kite □ Make a turtle using split pins □ Make a paper bag</li> <li>▪ <b>Music / Sound Effects:</b> Listen to and discuss □ Whale song □ Under water <a href="#">Underwater Sounds with Nature Oceanscapes &amp; Underwater Animals   8 Hours Deep Sea Sound (Part 1) - YouTube</a></li> <li>▪ <b>Role Play:</b> □ Act out story using made story maps / zig-zag books</li> </ul>



## Provision Enhancements: Indoors & Outdoors, *planned with purposeful literacy opportunities*

### Writing Area

- *Linked to phonics / literacy teaching and learning (labels / captions / simple sentences)*
- *Stimulus for writing e.g. photograph, small world resources*
- + Label - □ the features of a sea creature □ rubbish in a bag / bin / sand tray
- + Write a list of rhyming words from book linked to *bag / fish / peck / nip /*
- + Write a list of things to take to the beach for the day e.g. *sun hat, lunch, book ..*
- + Make a fact card about favourite creature e.g. *Here is ... It has got ... It can ...*
- + Write speech / thought bubbles for Stanley / different characters
- + Write speech / thought bubbles to use in small world play e.g. *I am not a fish*
- + Create own poster to keep school tidy and to recycle rubbish



### Large Construction

- + Create a Recycling Centre
  - Add signs / instructions
- + Make a bus to go on a trip to the beach
  - Add maps / tickets / fact cards about the beach / time table [events]
- + Make a boat to travel to different islands
  - Provide a set of instructions to make the boat
  - Add fact cards about boats, maps,

### Reading Area

- + Familiar and new fiction and non-fiction books about sea creatures / recycling
- + Fact cards about different sea creatures / story characters
- + Daily quick write book [linked to text]
- + Matching sentence to photograph / illustration e.g. *I am on the sand.*
- + Reading detectives: tally focus high frequency words found in □ text □ fact card
- + Washing line to sequence text illustrations with thought bubbles

### Investigative Area

- + Sort / compare different sea creatures
- + Sort different pieces of junk for recycling
- + Think of new ways to use a plastic bottle ...
- + Range of linked non-fiction texts

### Performance Area

- + Story re-telling using illustrations / speech bubbles
- + Beach stand
  - Rhyme / song time
  - Story telling

### Maths Area

- + Sort / count sea creatures. Add numeral to set. Order sets by size – smallest to largest.
- + Board game: collecting given number of sea creatures
- + Part-part whole: finding different ways to divide a group of sea creatures into two

### Construction/Small World Area

Working together in small groups or pairs:

- + Create an ocean – blue materials, rocks, coral ...
  - Add labels
  - Add signs / directions e.g. *Go to ... / Turn left ...*
- + Text retelling using
  - Story maps
  - Zig-zag books
  - Speech / thought bubbles

*\* Photographs / texts as stimulus*

### Mud Kitchen – *with planned literacy / maths opportunities*

- + Café
  - Menu cards, price list, money, daily specials board ...

### Creative / Malleable Area

- *With stimulus to develop creativity*
- *Encourage / support purposeful literacy opportunities*
- + Make a split pin turtle – small world / photographs as a stimulus
- + Make and decorate a paper bag
- + Make and decorate a kite
- + Draw / paint sea creature and write a □ fact □ thought bubble
- + Colour mixing – sea / fish colours
- + Make favourite sea creature / scene from recycled materials

### Sand/Water (multi-sensory)

- + **Sand**
  - Sorting rubbish on the beach – making lists / writing signs / creating posters
- + **Water**
  - Create an aquarium scene using photographs as a prompt / guide. Use scene for retelling facts e.g. *I am a fish. I can go fast. I need food.*

### Role Play Area / Boat - *acting out rescue missions & journeys*

- + **Reading opportunities:** non-fiction books about sea creatures, maps, instructions, weather board, animal fact cards, list of what to pack
- + **Writing opportunities:** making maps, fact cards – different creatures to look out for, weather warning ...
- + **Maths Opportunities:** list of emergency numbers, mobile telephone ...

### ICT Area

- + Photographs of sea creatures – play / pause / move to the next photograph
- + Watch a range of sea life videos / live cams

### Ball/Games Area

- + Track games – linked to theme and numbers to 10

### Natural Area

- + Looking after the plants
- + Feeding the birds
- + Bird / mini-beast spotting – recording sighting across a week
- + Observational drawings
- + Finding a shady spot

### Role Play Area – *Domestic Role Play*

- + Enhanced provision: □ summer clothes
- + **Reading opportunities:** □ holiday brochures □ linked texts
- + **Writing opportunities:** □ telephone message □ recycling list □ holiday list □ picnic list
- + **Maths Opportunities:** □ daily routine □ diary dates and events

### Bike Track

- + A Summer ride with a picnic lunch stop in the shade
  - Café with a menu card, price list, specials board, money, till ...
- + Bike Hire Shop
  - Price list, maps, timers, instructions, fact cards about places of interest
- + Visiting the recycling centre
  - Signs / instructions

### Obstacle course

- + Beach obstacle course
  - Signs and instructions to follow
- + Create own obstacle course
  - Write own signs / instructions
  - Add timers for recording
  - Add fault points for calculation opportunities