

Literacy LTP

Literacy skills:

Although literacy sessions include word reading and writing the main objective is to develop reading comprehension and communication and language skills.

Working towards comprehension ELG

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Working towards Listening, Attention and Understanding ELG

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Working towards Speaking ELG

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

The wider curriculum

The texts have carefully been chosen to develop these skills along with an in-depth understanding of the world and expressive arts and design. We use the literacy text to influence activities available within continuous provision to allow children to explore and develop the skills they have learnt.

Our key Author is Julia Donaldson, these books are highlighted in blue throughout the literacy overview.

Overview

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1 Our community Curriculum link: PSHE , History , RE , Geography , Art and Design , Music						
Me and my family Link text : All are welcome (Alexandra Penfold)	Me and my family Link text : All About Families (Felicity Brookes)	People in the community – Police Link text : Busy people: Police officer (Lucy M George)	People in the community – doctors and nurses Link text : Busy people: Doctor (Lucy M George)	People in the community – Fire service Link text : Busy people: Fire fighters (Lucy M George)	People in the community – people who work in our school Link text : Busy people: Teacher (Lucy M George)	Halloween Room on the broom (Julia Donaldson)
Vocabulary Community, diversity	Vocabulary Family, relatives, unique (pg 29, link related vocab to cohort of children)	Vocabulary Uniform, handcuffs, crime, criminal, emergency,	Vocabulary Stethoscope, prescription, thermometer, patient, ambulance	Vocabulary Helmet, walkie talkie, hose, breathing apparatus, rescue, paramedics,	Vocabulary Laptop, interactive whiteboard, trusted, caretaker, admin, cleaner, teacher, teaching assistant, dinner lady	Vocabulary Wailed, eagerly, clambered, fluttered, clutched, frightful, pumpkin, carve, scary, spooky
Sticky knowledge People come from different places in the world (G) I live in Hull (G) Not everyone is the same (P. G)	Sticky knowledge I can name people in my family (P, H) I can tell you who is in my immediate family (P) I am unique and so is everyone else (P)	Sticky knowledge The police keep us safe (P) If something is wrong, I call 999 (P) Jail is where people go who have committed a crime (P)	Sticky knowledge Doctors and nurses help us when we are unwell (P) Doctors and nurses work in doctors’ surgeries and hospitals (G) If I am poorly, I go to a surgery or hospital in Hull (G) People are sometimes taken to hospital in an ambulance	Sticky knowledge The fire service main job is to put out fires (P) We sensibly walk to the big school playground if there is a fire alarm (G)	Sticky knowledge Our teacher helps us learn new things (P)	Sticky knowledge I can recognise rhyming words Instructions tell us how to do something A recipe helps you prepare food (D)
Skills Developing communication and listening skills by talking about themselves and their family members (P)	Skills Create a card for a special member of their family – fold, stick (D) Observation drawing – Shapes, features, colours (A) Name writing	Skills Create a wanted poster of a staff member. Observation drawing – Shapes, features, colours (A) Role play a scenario – an arrest	Skills Learn how to put a bandage on (P) Show children Google maps to locate Hull Royal. Draw a simple map from school to Hull Royal. Discuss how we could get to Hull Royal (G)	Skills Role play a scenario – fire drill Create a set of instructions about fire safety at school (P)	Skills Write own classroom rules to help keep children safe in the classroom (P)	Skills Create magic wands using edible materials – mix, stick, dip (A,D) Create a collaborative piece of art based on our own Halloween story – draw, collage characters and props from the story (A) Create a rhyming kindness spell (M)
EYFS Framework UTW Reception Talk about members of their immediate family and community.		EYFS Framework UTW Reception Name and describe people who are familiar to them.				EYFS Framework EAD Reception Return to and build on their previous learning,

<p>Draw information from a simple map.</p> <p>Working towards ELG Talk about the lives of the people around them and their roles in society</p>	<p>Working towards ELG Talk about the lives of the people around them and their roles in society</p> <p>EAD Reception Develop storylines in their pretend play</p> <p>Working towards ELG Invent, adapt, and recount narratives and stories with peers and their teacher</p> <p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function</p>	<p>refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources, and skills.</p> <p>Working towards ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 2 Fairy Tales Curriculum link: PSHE , History , RE , Geography , PE , Music						
Traditional Tales Link text: Little Red Riding Hood (link to stranger danger)	Diwali Rama and Sita, the story of Diwali (Malachy Doyle)	Traditional Tales Link text: Jack and the Bean Stalk (link to the life cycle of a plant)	Traditional Tales Link text: The Gingerbread Man	Christmas The Christmas story (DK)	Christmas Link text: Stickman (Julia Donaldson)	
Vocabulary Woods, cottage, stranger danger,	Vocabulary Demon, Diwali, Hindu, divas, rangoli, Odissi	Vocabulary Traditional tale, Poor, market, gold, harp, grow Life cycle, grow, seed, stem, roots, leaves, light, soil, bean pod	Vocabulary Traditional tale, Baker, recipe, sink, float, soggy	Vocabulary God, Jesus, Bethlehem, mankind, worship, manger, Religious	Vocabulary Floating, deserted, drifts, clattering, location, map	
Sticky knowledge People I don't know are called strangers (P) I should not talk to strangers (P) If I am lost safer strangers can help me find my mummy and daddy (link to our community) (P)	Sticky knowledge Diwali is the festival of lights (R) Diwali is the celebration of good over evil (R) Diwali lasts for 5 days (R) Diwali is celebrated by Hindu's and Sikhs (R)	Sticky knowledge Plants need water and sunlight to grow (S) The part of the plant under the soil is called the root (S)	Sticky knowledge If I put a gingerbread man into water, it will go soggy and fall apart (S) If something sinks it will go under the water (S) If something floats it will stay on to of the water (S)	Sticky knowledge Jesus was born on Christmas day (R) Jesus is the son of God (R) Christmas is a religious festival (R) Mary and Joseph travelled to Bethlehem (R)	Sticky knowledge I can recognise rhyming words A map is used to help find a location (G)	
Skills Create a map from little red riding hoods house to grandma's house and label using phonetic knowledge (G)	Skills Use different tools to make a diva lamp (D) Decorate diva lamp (A) Use different materials to make rangoli patterns (A) Learn some Odissi dance moves (type of Idina dance) (M)	Skills Using natural materials create an image of a beanstalk – leaves, twigs etc. (A,D) Follow instructions to plant a bean and grow by using knowledge learnt in class (S)	Skills Follow a recipe to make a gingerbread man (D) Make a bridge using a variety of materials to help the gingerbread man cross the water (A,D)	Skills Create puppets of characters from the Christmas story using a variety of resources (A, D) Act out scenes from the nativity (M) Learn and sing songs from the nativity (M)	Skills Learn how to read a simple map (G) Create stick figures using natural resources (A, D)	
UTW Reception Compare and contrast characters from stories, including figures from the past Draw information from a simple map Explore the natural world around them Recognise some environments that are different to the one in which they live				UTW Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community.		

Understand the effect of changing seasons on the natural world around them

Working towards ELG

Understand the past through settings, characters and events encountered in books read in class and storytelling

Explore the natural world around them, making observations and drawing pictures of animals and plants

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

EAD

Reception

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

Working towards ELG

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Working towards ELG

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

EAD

Reception

Develop storylines in their pretend play

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses

Working towards ELG

Invent, adapt, and recount narratives and stories with peers and their teacher

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring 1 Space Curriculum link: Science, Geography, Art and Design, Music, History, RE					
Space Link text: Aliens Love Underpants (Claire Freedman)	Space Link text: The Dinosaur That Pooped a Planet (Dougie Poynter)	Space Link text: Whatever Next (Jill Murphy)	Space Non-Fictional (solar system)	Space Non-Fictional (astronauts and NASA – NASA kids club website)	Chinese New Year (RE, history) Chinese New Year Story (Twinkl)
Vocabulary Planets, Earth, Space	Vocabulary Rocket, planets : Mars, Saturn, orbit, space, float, gravity, moon, martians	Vocabulary Moon, rocket , night, day, stars	Vocabulary Solar system, Mercury, Venus, Earth, Mars , Jupiter, Saturn , Uranus, Neptune, orbit	Vocabulary Astronaut, NASA, space shuttle, Earth, moon, gravity, float	Vocabulary Festival, zodiac, year, tradition, calendar, lunar, emperor, wealth, new moon
Sticky knowledge I can recognise rhyming words I know we live on earth (S) (G) I know there are planets in space (S)	Sticky knowledge I can name 3 planets, Saturn, Mars, and Earth (S) (G) The moon orbits around the Earth (S) (G) The Earth always spins (S) (G)	Sticky knowledge Stars are in the sky both night and day (S) The sun is a star (S) During the day the sun makes the sky so bright we can't see the smaller stars (S) We can see the stars at night (S)	Sticky knowledge I can name some of the planets (S) The Solar System is the Sun and all the objects that orbit around it (S)	Sticky knowledge An Astronauts job involves going up to Space (S) Astronauts wear space suits because the air is different in Space, and they can't breathe without their suit (S) There is no gravity in Space (S) Neil Armstrong was the first man to walk on the moon (H) (S)	Sticky knowledge China is a large Country (G) In China they celebrate Chinese New Year (G) In the past there were no clocks, and it was hard to keep track of time (H) Chinese New Year is celebrated for 15 days (R)
Skills Design a pair of under pants using repeat pattern - collage, cutting, colouring (A,D)	Skills Make Earth using papier Mache. Paint the water and land (colour mixing blue and yellow to make green) (A, D) (S) (G)	Skills Using junk modelling build a rocket – cut, stick, bend, attach (A, D)	Skills Draw the planets using felt tip colours and put them in order closest to the sun. Children should use templates so they can see the size difference (A, D) (S) (G) Learn the planet song (Youtube: Planet song for kids) (M) Create a solar system dance: Child in the middle represents the sun and 8 others represent the planets (M)	Skills Collaborate – Turn a child into an astronaut. Work in small groups to create a space suit using foil, toilet role, junk modelling (A,D)	Skills Collaborate and build a large dragon costume using boxes and a variety of decorative materials. (A, D) Learn how to dragon dance to traditional Chinese music: Focus on the movements. (M)
UTW Reception Compare and contrast characters from stories, including figures from the past.					UTW Reception

<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Working towards ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>EAD Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources, and skills</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Working towards ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>	<p>Compare and contrast characters from stories, including figures from the past.</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>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Working towards ELG Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>EAD Reception Create collaboratively, sharing ideas, resources, and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Working towards ELG Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Spring 2 The natural world (past and present) Curriculum link: PSHE , History , RE , Geography						
Dinosaurs Link text: Tyrannosaurus drip (Julia Donaldson)	Dinosaurs Non-Fictional	Minibeast - Giant insects of the past (cockroach and centipede/millipede) Link text: Bugs Before Time: Prehistoric Insects and Their Relatives (Cathy Camper)	Minibeasts (bee's) Link text: Mad about minibeasts (Giles Andreae)	Minibeasts (butterflies, building on knowledge from FS1) Link text: Mad about minibeasts (Giles Andreae)	Easter (RE) The story of Easter (Fiona Boon)	
Vocabulary Duckbill dinosaur, T-Rex, herbivore, carnivore, hunting, extinct, fossil	Vocabulary Tyrannosaurus (T-rex), Brachiosaurus, Pterodactyl, Triceratops, herbivore , carnivore , extinct , omnivore	Vocabulary Prehistoric, gigantic, tiny, fossil, insect, cockroach, centipedes, millipedes	Vocabulary Minibeasts, insect , caterpillar, bee, bumble bee, honeybee, pollen, nectar, honey, worker bee, queen bee, colony	Vocabulary Caterpillar, butterfly, cocoon, chrysalis, life cycle, transform	Vocabulary Easter, Jesus, Crucifixion, tradition, miracle, celebration, God, resurrection, prey, Christianity	
Sticky knowledge Dinosaurs live on Earth millions of years ago (H) Dinosaurs are extinct (H) (S)	Sticky knowledge I can name at least two types of dinosaurs (S) A herbivore eats plants (S) A carnivore eats meat (S)	Sticky knowledge Insects have 6 legs (S) Some insects have wings (S) Cockroaches can survive for 2 weeks without a head (S) Centipedes and millipedes have lots of legs (S) Prehistoric millipedes were as long as my teacher laid down (S) (H)	Sticky knowledge A bee is an insect (S) A bee has 6 legs and wings (S) Honeybees collect pollen and nectar from flowers (S) Honeybees make honey (S)	Sticky knowledge I can explain the life cycle of a butterfly (S) Butterflies only live for a few weeks (S) Butterflies use their feet to taste (S) Butterflies have 4 wings not 2 (S) Butterflies are insects because they have 6 legs (S)	Sticky knowledge Christians believe in Jesus (RE) Jesus was crucified (put on a cross) (RE) Jesus was resurrected (came back to life) (RE) Chocolate eggs represent new life (RE)	
Skills Using shadow and light casting off toy dinosaurs to draw dinosaurs (A, D)	Skills Create a salt dough fossil (A, D) (H) (S)	Skills Finger painting, use fingers to create the segments of a centipede's body. Brushstrokes to represent the legs (A, D)	Skills Make a bee puppet using a lollypop stick and 2D shapes: cut, attach, repeat pattern (A, D) Learn the insect song (YouTube) and make up dance moves (M)	Skills Symmetry painting - On one side of a piece of paper paint a colourful wing, fold to replicate it onto the other side of the paper (A, D)	Skills Follow instructions (recipe) to create cornflake cakes with mini egg decoration (D)	
UTW Reception Explore the natural world around them Describe what they see, hear and feel whilst outside					UTW Reception Understand that some places are special to members of their community	

<p>Understand the effect of changing seasons on the natural world around them</p> <p>Working towards ELG Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>EAD Reception Explore, use, and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Working towards ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Working towards ELG Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>EAD Working towards ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p>	
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Week 1	Week 2	Week 3	Week 4	Week 5		
Summer 1 Little people, big dreams Curriculum link: PSHE , History , RE , Geography , PE , Music						
Ramadan (RE) Tell me more about Ramadan (Bachar Karroum)	Influential people of the past Link text: Captain Tom Moore (little people, big dreams)	Influential people of the past Link text: Pele (little people, big dreams)	Influential people of the past Link text: David Atteborough (little people, big dreams) Links into the natural world (Spring 2)			
Vocabulary Fasting, Mosque, Ramadan, suhoor, Quran, good deed, Allah, Muslim, Islam, Eid, Ramadan moon	Vocabulary Shilling, sixpence, comrades, courage, gratitude, pandemic	Vocabulary Poor, rich, humble, legend, unite, inspirational	Vocabulary Nature, fossils, habitat, knighthood, recycling			
Sticky knowledge Muslims take part in Ramadan (R) A mosque is where Muslims go to celebrate (R) The Quran is a book of worship (R) Eid is a religious festival (R)	Sticky knowledge Captain Tom Moore raised money for charity (H) Captain Tom Moore fought in a war (H) Captain Tom Moore was nearly 100 (H)	Sticky knowledge Pele is a footballer (H) Pele lived in another Country called Brazil (G) Pele grew up poor (H) Pele worked hard and earnt lots of money (H) Pele is one of the best players that ever lived (H)	Sticky knowledge David Attenborough helps promote green living and looking after the planet (H) David Attenborough is a naturalist which means he studies nature (G) I know my actions can affect the planet (G) David Attenborough travelled the Country (G)			
Skills Learn the song – Ramadan moon (YouTube). Create drums or shakers and perform using these instruments (M) (A,D) Using paper plates, cut out and create a moon and decorate using a new media: pastel or chalk. On the back of the moon write a good deed (A,D)	Skills Make a medal using a variety of resources for someone the children look up to (A, D)	Skills Learn how to read a simple map (locate Brazil) (G) Learn simple football techniques, dribble, aim and kick (PE)	Skills Learn how to recycle (G)			
UTW Reception Understand that some places are special to	UTW Reception Comment on images of familiar situations in the past.					

<p>members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Working towards ELG Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>EAD Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Working towards ELG Safely use and explore a variety of materials, tools and techniques,</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Working towards ELG Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>EAD Reception Develop storylines in their pretend play</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Working towards ELG Invent, adapt, and recount narratives and stories with peers and their teacher</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>		
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<p>experimenting with colour, design, texture, form and function</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>			
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Summer 2 Under the Sea Curriculum link: PSHE , Science , Geography , Art and Design , Music						
Under the sea Link text: The Snail and the Whale (Julia Donaldson)	Under the sea Link text: Harry saves the ocean (N.G.K)	Under the sea Link text: Tiddler (Julia Donaldson)	Under the sea Link text: A Hole in the bottom of the Sea (Jessica Law)	Under the sea Link text: Sharing Shell (Julia Donaldson)	Under the sea Link text: Rainbow Fish (Marcus Pfister)	Transition
Vocabulary Humpback whale, sea snail, slithered, flock, tide, sea, vast, shore, beached	Vocabulary Ocean, beach, plastic, biodegrade, recycle	Vocabulary Shipwreck, squid, lobster, eel, seal, fishermen, ocean , seaweed, pollution	Vocabulary Shark, eel , conceal, squid, crab, snail, food chain, prey	Vocabulary Shell, food chain, rock pool, anemone, bristleworm, pollution , share	Vocabulary Octopus, tentacles, fish, scales, glade, deep, share	
Sticky knowledge The sea is a large stretch of salt water (G) There are lots of different animals that live in the sea (S) (G) We can impact what happens to animals who live in the sea (S)	Sticky knowledge Plastic is harmful for the planet (S) Recycling means we can reuse something again for another purpose (S) The Ocean is bigger than the sea (G)	Sticky knowledge Link to water safety: It is dangerous to swim in the sea without an adult (P) Lifeboat crews rescue people from the sea (P)	Sticky knowledge A shark is at the top of the food chain (S) Eels hide in cracks and pounce on their prey (S) If squids are being chased, they squirt black ink behind them (S) Crabs love to eat snails (S) Snails leave a trail to guide them home (S)	Sticky knowledge Birds such as seagulls try to eat crabs (S) Hermit crabs search for abandoned shells to protect themselves (S) We share to make and keep friends (P)	Sticky knowledge Fish have scales to protect them (S) Octopus have 8 tentacles (S) Octopus squirt ink to escape from their prey (S) Octopus can fit through tiny gaps (S)	
Skills Create a landscape of the sea. Teacher to model – sea, sky, and sun (A, D)	Skills Teach children to recycle, have a paper, plastic, and general waste bin. Children will identify the material and dispose of it correctly (S)	Skills Make a lifeboat using junk modelling, discuss materials they could use. Using a tuff tray/water tray test the boats, do they float? (A,D) (S)	Skills Make a squid using: toilet roll tube, pointed card, goggle eyes, hole punch and string. Teacher to model each step (A,D) Learn the song, there's a whole in the bottom of the sea (M)	Skills Design a shell for the crab. Give children the choice of media so they can experiment with textures, colours etc. (A,D)	Skills Working Collaboratory create a scale each using colourful pastels, teacher to model blending. Children to stick their scale onto a large fish cut out (A)	
UTW Reception Explore the natural world around them Describe what they see, hear, and feel whilst outside Recognise some environments that are different to the one in which they live Working towards ELG Explore the natural world around them, making observations and drawing pictures of animals and plants						

EAD

Reception

Sing in a group or on their own, increasingly matching the pitch and following the melody

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Working towards ELG

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used;

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.