






## Exploring Under the Sea

(please read the whole document before making as each area of learning is focused on a different part of the project)

<u>Areas of Learning:</u>	<u>Early learning Goal:</u>	<u>Task/Activity:</u>
<p><b>Expressive Art and Design:</b> Exploring and using media and materials</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Here are a few ideas. Please choose a few to complete using the resources you have at home,</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Sea in a shoebox</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Sea in an egg box</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Starfish using cereal</div> </div> </div>



Diver using paper

Egg box craft ideas:



Paint a picture or draw a picture of an 'Under the Sea' scene.

Can you sing and make a dance to the song 'Under the Sea?' from Little Mermaid.

Build a boat out of lego, Connex, Junk modelling, whatever you have at home. Does it float?

**Personal, Social and Emotional Development:**  
Self-confidence and self-awareness

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Discuss why the other snails in the story did not want to leave their safe rock?

Have you ever done something that you really wanted to do and needed to be very brave? (Go on a new ride? Try a new food? Go to a new class?)

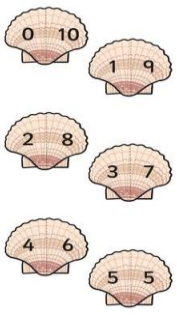
**Communication and Language:**  
Speaking


Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to

Have you ever been in the sea? To the seaside? On a seaside holiday? Can you remember it? Find some old photos and talk about what you can remember about it with an adult or sibling.

If you have never been to the seaside

	<p>happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>or in the sea, talk about what you would like to do if you got to go there.</p>
<p><b>Physical development:</b> Moving and Handling</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p><b>Can you:</b> Crawl like a starfish? Slither like an eel? Jump like an octopus? Slide like a seahorse? Run like a fish? Shuffle like a sea snail? Walk sideways like a crab? Roll like a puffer fish?</p> <p><b>Can you build a submarine outside and go on an adventure 'under the sea?'</b></p> <p>Cosmic kids' yoga 'Under the sea' <a href="https://www.youtube.com/watch?v=qC83σFEeVZA">https://www.youtube.com/watch?v=qC83σFEeVZA</a></p>
<p><b>Literacy:</b> Reading</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p><b>Listen to the story 'Snail and the Whale' and discuss it</b> <a href="https://www.youtube.com/watch?v=09mJq3TPrSo">https://www.youtube.com/watch?v=09mJq3TPrSo</a></p> <p><b>A clip from the animation:</b> <a href="https://www.youtube.com/watch?v=kkjnZZQe5YQ">https://www.youtube.com/watch?v=kkjnZZQe5YQ</a></p> <p>Can you hear some of the rhyming words in the story? Have a try at writing some of them down if you can and look for the rhyming pattern</p> <p>Can you spot the tricky words: <u>Phase 2:</u> I, the, go, no, to, into <u>Phase 3:</u> he, she, we, me, be, they, you, all, are, my, her, was <u>Phase 4:</u> have, like, so, do, some, come, said, were, there, little, one, when, what, out</p> <p>Make sure they read bug club too! There are lots of books on there.</p>

<p><b>Literacy:</b> Writing</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</p>	<p>Choose at least two of the following to complete:</p> <ul style="list-style-type: none"> <li>• Can you make a poster to 'Save the Whale'?</li> <li>• Write 3 facts about a sea creature you find interesting.</li> <li>• Draw and label a sea creature e.g. octopus, fish, whale</li> <li>• Write a letter to the snail. to say thank you for saving the whale</li> <li>• Draw a boat, whale, crab, dolphin, fish, shark and write as many sounds as you hear to name each sea creature.</li> </ul>
<p><b>Mathematics:</b> Number</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  </div> <div> <p>Practice your number bonds to 10. Draw the outline or print out 6 shells. Can find all the ways to make 10? Can you write the number sentences? E.g. <math>1 + 9 = 10</math></p> <p>10</p> <p>Practise counting to 20, 50 or 100. Can you count backwards too?</p> </div> </div>
<p><b>Mathematics:</b> Shape, Space and Measure</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Research the sizes of different animals in the sea and then draw life size pictures of them (outside with chalk if you have room) Whale, Octopus, crab, fish, dolphin, shark Which is the biggest? Smallest? How could you measure them? Can you draw an under the sea repeated pattern?</p>

<p><b>Understanding the World:</b> The World</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p>Make an under the sea sensory bottle using resources you can find at home.</p>  <p>Can you find 5 items around the house that will sink and 5 that will float? Why do you think it floats? Sinks?</p>
<p><b>Understanding the World:</b> People and communities</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities, and traditions.</p>	<p>The firefighters helped the Snail to get back into the sea. What else do Firefighters do?</p>
<p><b>Understanding the World:</b> Technology</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Can you use colour magic / paint program to make an under the sea picture?</p> <p>Research under the sea creatures using a safe internet browser such as Kiddle.</p>

**Home learning challenge:**

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