

# WATER

## Expressive Arts and Design

Art work using water paints.  
Exploring 'Ebru Art' - using oil, water and paint.

### Key Objectives

- To explore and learn how sounds can be changed.
- To engage in imaginative role-play based on own first-hand experiences
- To use available resources to create props to support role-play. To use a variety of media to create on different scales
- To create simple representations of events, people and objects.
- Water painting, bubble painting
- Rain dance with rain maker/shaker create own musical instruments.

## Physical Development

Gross motor skills focus - assembling pipes in water play.

Handwriting focus for Reception (Penpals scheme)

### Key Objectives

- To handle tools and use them to effect changes on different materials
- To hold a pencil near point between first two fingers and thumb and uses it with good control.
- To begin to use anticlockwise movement and retrace vertical lines.
- To eat a healthy range of foodstuffs and understand the need for variety of food.
- Dance links - rain dance

## PSED

Developing Tidy-Up Team/Daily Risk-Assessments  
Developing independence when selecting activities  
Sharing resources (links to Rainbow Fish)  
Managing feelings & negotiating difficult situations

### Key Objectives

- To be aware of boundaries set and of behavioural expectations in the setting.
- To begin to show good practices in relation to eating and hygiene.
- To understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- To be confident to try new activities, and say why they like some activities more than others
- The importance of water different cultures, water safety, links to rainbow fish.

## Communication and Language

Book Talk-discussing characters/  
settings and verbally sequencing events  
Encouraging and modelling more complex sentences  
Retelling stories  
Acting out stories using expression  
Introducing positional language  
Asking questions (hot-seating) and working 'in role'

### Key Objectives

- Maintains attention, concentrates and sits quietly during appropriate activity.
- To listen to stories with increasing attention and recall
- To extend vocabulary and use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Uses language to imagine and recreate roles and experiences in play situations.
- Introduces a storyline or narrative into their play.

Weekly planning to reflect Information from  
observations/ELGs/Development Matters/Early  
Years Outcomes Objectives

## Mathematics

One is a Snail and ten is a Crab - focus on addition,  
counting on and early multiplication.

Number/SSM work linked to the stories used  
during literacy.

Begin to introduce problem solving element each  
week to link with new whole school approach to  
maths (passports)

### Key Objectives

- To count reliably with numbers from one to 20 and beyond (R) one to 10 (N)
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Number formation (*mark making*)
- To develop counting on skills
- 1 less & 1 more

## Literacy

*Narrative focuses-Tidlick, Rainbow Fish, Commotion in the Ocean, Sharing a Shell*  
*Modelling and shared/guided writing for a reason eg lists, cards, labels, captions and simple sentences (Reception to begin to attempt simple narratives with support)*

*Children working on phonics phases 1, 2, 3, Guided reading & Individual reading on-going*

### Key Objectives

- To listen and join in with stories and is aware of the way stories are structured.
- To look at books and handle them with care
- To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- To write own name, captions and sentences.

## Understanding the world

Playing & exploring with water -  
ice/bubbles etc.  
Reversible experiments -  
melting/freezing.  
Floating and sinking experiment.  
Creating magic potions.

### Key Objectives

- To know about similarities and differences in relation to places, objects, materials and living things.
- To complete a simple program on a computer.
- To use ICT hardware to interact with age-appropriate computer software.
- To learn about the water cycle and different states of water. Outdoor - water way.
- Investigations - eg. waterproof hat for teddy.
- Planting - water and growth