

Intent: for the children to be aware of the variety of water sources and their uses in different geographical locations.

Implementation: images of water sources, google maps to look for water sources, trip to the seaside.

Impact: by the end of this topic the children should be able to name a variety of water sources and understand how they can be used in day-to-day life. The children should also have an understanding of where water comes from.

**Early Years Foundation Stage – Nursery
Summer 2 Medium Term Planning
3 Prime Areas of Learning
Water (Geography link)
Where does water come from?**

Key Vocabulary:

Iceberg – a large piece of frozen water in the middle of the ocean.

Solid / liquid – something that is hard / something that is wet.

Water source – a place where water is found for use.

Water cycle – where water comes from and what happens to it once it falls from the clouds.

Map – a picture that shows you the land and sea around the world / physical features, cities, roads etc.

Week	Personal, Social and Emotional Development	Communication and Language	Physical Development
1 The Little Raindrop - Where does water come from?	Invite the children to talk about where you can find water, what we can do with water and their own experiences such as at the seaside. PSED:SCA 22-36m Expresses own preferences and interests. PSED:SCA 30-50m Confident to talk to other children when playing and will communicate freely about own home and community. PSED:SCA 40-60m Confident to speak to others about own needs, wants, interests and opinions.	Question the children about where they think water comes from and their own experiences at the seaside / areas with water. Ask the children what they would like to learn during this topic. CAL:U 22-36m Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that Where is?) CAL:U 30-50m Beginning to understand 'why' and 'how' questions. CAL:U 40-60m Listens and responds to ideas expressed by others in conversation or discussion.	Discuss how water helps to keep us healthy. PD:HSC 40-60m Shows some understanding and good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
2 Under the Sea	Circle time game – what type of water creature would they like to be for a day and why? PSED:SCA 22-36m Expresses own preferences and interests PSED:SCA 30-50m Is more outgoing towards unfamiliar people and more confident in new social situations. PSED:SCA 40-60m Confident to speak to others about own needs, wants, interests and opinions.	Submarine adventure (use sea creature photographs to introduce new vocabulary) – what might we see on a journey under sea? CAL:S 22-36m Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Learns new words very rapidly and is able to use them in communicating. CAL:S 30-50m Builds up vocabulary that reflects breadth of their experiences. CAL:S 40-60m Uses language to imagine and recreate roles and experience in play situations. Extends vocabulary, especially by grouping or naming, exploring the meaning of sound of new words.	Think about how different sea creatures move and move like they do – octopus, eels, crabs, fish and sharks. PD:MH 22-36m Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. PD:MH 30-50m Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. PD:MH 40-60m Experiments with different ways of moving.
3 Above the Sea	Making a boat for everyone to go on a trip to the sea. PSED:MR 22-36m Interested in others play and starting to join in. PSED:MR 30-50m Initiating ideas, offering cues to peers to join them. PSED:MR 40-60m Initiates conversations, attends to and takes account of what others say.	Climb aboard the boat we have made and go for a boat adventure around the globe. CAL:S 22-36m Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Learns new words very rapidly and is able to use them in communicating. CAL:S 30-50m Builds up vocabulary that reflects breadth of their experiences. CAL:S 40-60m Uses language to imagine and recreate roles and experience in play situations. Extends vocabulary, especially by grouping or naming, exploring the meaning of sound of new words.	Creating boats that float and transporting them using water in the tuff tray. PD:MH 22-36m Shows control in holding and using jugs to pour, hammers, books and mark making tools. PD:MH 30-50m Uses one-handed tools and equipment. PD:MH 40-60m Handles tools, objects, construction and malleable materials safely and with increasing control.
4 In the Pond	Wish Fish - children are to choose a scale and think of something they would like to wish for. PSED:MFB 22-36m Can express their own feelings such as sad, happy, cross, scared, worried. PSED:MFB 30-50m Aware of own feelings, and knows that actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Water themed listening and attention game – water themed items on a tray, estimate, hide one and discuss which one is missing. CAL:LA 22-26m Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. CAL:LA 30-50m Focusing attention – still listen or do, but can shift own attention. CAL:LA 40-60m Two-channelled attention – can listen and do for short span.	Kicking and catching large balls. PD:MH 22-36m Can kick a large ball. PD:MH 30-50m Can catch a large ball. PD:MH 40-60m Shows increasing control over and object in pushing, patting, throwing, catching or kicking it.
5 Water in the Local Area	Discuss the importance of keeping water clean – create a poster for a local wildlife area. PSED:SCA 22-36m Expresses own preferences and interests. PSED:SCA 30-50m Enjoys responsibility of carrying out small activities. PSED:SCA 40-60m Confident to speak to others about own needs, wants, interests and opinions.	Listening to clues about a water source in the local area and matching it to the corresponding picture. CAL:LA 22-26m Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. CAL:LA 30-50m Focusing attention – still listen or do, but can shift own attention. CAL:LA 40-60m Two-channelled attention – can listen and do for short span.	Parachute games to show wave movement. PD:MH 22-36m Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. PD:MH 30-50m Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. PD:MH 40-60m Experiments with different ways of moving.
6	Discussing the importance of water safety.	Can you find...? Poster to talk about different water sources and where	Drawing pictures of iceberg's and mark making in blue shaving foam.

<p>Icy Water</p>	<p>PSED:MFB 22-36m Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. PSED:MFB 30-50m Can usually adapt behaviour to different events, social situations and change in routine. PSED:MFB 40-60m Responds to a few appropriate boundaries, with encouragement and support.</p>	<p>they can be found. CAL:S 22-36m Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. CAL:S 30-50m Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. CAL:S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>PD:MH 22-36m Shows control in holding and using jugs to pour, hammers, books and mark making tools. PD:MH 30-50m Holds pencil near point between first two fingers and thumb and uses it with good control. PD:MH 40-60m Handles tools, objects, construction and malleable materials safely and with increasing control.</p>
<p>7 Water at Home</p>	<p>Encourage the children to give the dolls a bath, wash the dolls' clothes and hang on a washing line to dry. PSED:MR 22-36m Interested in others play and starting to join in. PSED:MR 30-50m Demonstrates friendly behaviour, initiating conversations and forming good relationships with adults and peers. PSED:MR 40-60m Initiates conversations, attends to and takes account of what others say.</p>	<p>Make a recipe for the water-based food ice lolly and talk about how the water changes when it is cooled. CAL:S 22-36m Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. CAL:S 30-50m Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. CAL:S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Play a circle game – each child is given the name of a sea creature, when their name is called they must run around the circle and find a space. Be a ships mate. Island Hoops game. PD:MH 22-36m Runs safely on whole foot. PD:MH 30-50m Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. PD:MH 40-60m Negotiates space successfully when playing racing and chasing games with other children, adjusting speed and direction to avoid obstacles.</p>

Early Years Foundation Stage – Nursery
Summer 2 Medium Term Planning
4 Specific Areas of Learning
Water (Geography link)
Where does water come from?

Week	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1 The Little Raindrop - Where does water come from?	<p>Create a collection of words about water and get the children to write them onto raindrop shaped paper.</p> <p>L:W 40-60m Writes own name and other things such as labels and captions.</p> <p>PD:MH 30-50m Can copy some letters, e.g. letters from their name.</p> <p>PD:MH 40-60m Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.</p>	<p>Selecting a particular named shape from the environment.</p> <p>M:SSM 22-36m Beginning to categorise objects according to properties such as shape or size.</p> <p>M:SSM 30-50m Shows an interest in shapes in the environment.</p> <p>M:SSM 40-60m Selects a particular named shape to make a boat.</p>	<p>Looking at images of water sources from around the world – discuss the where it is found and used, similarities and differences.</p> <p>UTW:TW 22-36m Notices detailed features of objects in their environment.</p> <p>UTW:TW 30-50m Can talk about some of the things that they have observed such as plants, animals, nature and found objects.</p> <p>UTW:TW 40-60m Looks closely at similarities, differences, patterns and change.</p>	<p>Creating movement in response to Handel's water music.</p> <p>EAD:BI 22-36m Beginning to make-believe by pretending.</p> <p>EAD:BI 30-50m Creates movement in response to music.</p> <p>EAD:BI 40-60m Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>
2 Under the Sea	<p>Under the sea / above the sea eye spy game, focusing on oral segmenting and blending.</p> <p>L:R 30-50m Shows awareness of rhyme and alliteration.</p> <p>L:R 40-60m Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>All about the number 8 & 9 – selects the correct numeral to represent numbers up to 8 & 9.</p> <p>M:N 22-36m Begins to make comparisons between quantities.</p> <p>M:N 30-50m Sometimes matches numeral and quantity correctly.</p> <p>M:N 40-60m Selects the correct numeral to represent 1 -5 then 1-10 objects.</p>	<p>Using the internet to find images / facts about water animals of their choice / IWB to draw the animals during independent play.</p> <p>UTW:T 22-36m Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>UTW:T 30-50m Knows that information can be retrieved from computers. Knows how to operate simple (ICT) equipment.</p> <p>UTW:T 40-60m Uses ICT hardware to interact with age appropriate computer software.</p>	<p>Under the sea role play area.</p> <p>EAD:BI 22-36m Beginning to make-believe by pretending.</p> <p>EAD:BI 30-50m Uses available resources to create props to support role play.</p> <p>EAD:BI 40-60m Introduces a storyline or narrative into their play.</p>
3 Above the Sea	<p>Guessing characters from the story and drawing their picture.</p> <p>L:W 22-36m Distinguishes between the different marks they make.</p> <p>L:W 30-50m Sometimes gives meaning to marks as they draw and paint.</p> <p>L:W 40-60m Gives meaning to marks as they draw, write and paint.</p>	<p>Making 5 in different ways.</p> <p>M:N 22-36m Knows that a group of things changes when something is added or taken away.</p> <p>M:N 30-50m Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>M:N 40-60m Recognises numerals 1-5. Counts up to three or four objects by saying one number for each item.</p>	<p>Sorting objects that float and sink.</p> <p>UTW:TW 22-36m Notices detailed features of objects in their environment.</p> <p>UTW:TW 30-50m Can talk about some of the things that they have observed such as plants, animals, nature and found objects.</p> <p>UTW:TW 40-60m Looks closely at similarities, differences, patterns and change.</p>	<p>Creating our own boat station / building a bridge for the children to cross the river.</p> <p>EAD:EMM 22-36m Experiments with blocks, colours and marks.</p> <p>EAD:EMM 30-50m Joins construction pieces together to build and balance.</p> <p>EAD:EMM 40-60m Constructs with a purpose in mind, using a variety of resources.</p>
4 In the Pond	<p>Look at an increasing range of stories such as non-fiction stories about ponds and talk about what we have read.</p> <p>L:R 22-36m Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>L:R 30-50m Shows interest in illustrations and print in books and the environment.</p> <p>L:R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Enjoys an increasing range of books.</p>	<p>Water themed size ordering pictures.</p> <p>M:SSM 22-36m Begins to use the language of size.</p> <p>M:SSM 30-50m Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>M:SSM 40-60m Orders two or three items by length or height.</p>	<p>Drawing images of what we would find at the local pond.</p> <p>UTW:PC 30-50m Remembers and talks about significant events in their own experiences.</p>	<p>Place buckets of water around the garden and encourage mark making on different surfaces.</p> <p>EAD:EMM 22-36m Experiments with blocks, colours and marks.</p> <p>EAD:EMM 30-50m Beginning to be interested in and describe the texture of things.</p> <p>EAD:EMM 40-60m Experiments to create different textures.</p>
5 Water in the Local Area	<p>Drawing pictures of water in the local area such as seaside, pond in a local park and river wear.</p> <p>L:W 22-36m Distinguishes between the different marks they make.</p> <p>L:W 30-50m Sometimes gives meaning to marks as they draw and paint.</p> <p>L:W 40-60m Gives meaning to marks as they draw, write and paint.</p>	<p>All about the number 10 – subtracting.</p> <p>M:N 22-36m Knows that a group of things changes when something is added or taken away.</p> <p>M:N 30-50m Shows an interest in number problems.</p> <p>M:N 40-60m Finds one more or one less from a group of up to five objects then ten objects.</p>	<p>Use google maps to look for water in the local area.</p> <p>UTW:TW 22-36m Notices detailed features of objects in their environment.</p> <p>UTW:TW 30-50m Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>UTW:TW 40-60m Looks closely at similarities,</p>	<p>Using instruments to make the sounds of the sea.</p> <p>EAD:EMM 22-36m Creates sounds by banging, shaking, tapping or blowing.</p> <p>EAD:EMM 30-50m Explores and learns how sound can be changed.</p> <p>EAD:EMM 40-60m Explores the different sounds of instruments.</p>

			differences, patterns and change. UTW:T 30-50m Knows that information can be retrieved from computers.	
6 Icy Water	<p>Designing our own arctic treasure maps – Frozen hook.</p> <p>L:W 22-36m Distinguishes between the different marks they make.</p> <p>L:W 30-50m Sometimes gives meaning to marks as they draw and paint.</p> <p>L:W 40-60m Gives meaning to marks as they draw, write and paint.</p>	<p>Place some fish with the numbers to 10 on in the water tray. The children are to catch the fish with the net and identify the number on the fish – challenge can they find the fish with the corresponding dots?</p> <p>M:N 30-50m Sometimes matches numeral and quantity correctly.</p> <p>M:N 40-60m Recognises numerals 1-5. Selects the correct numeral to represent 1 -5 then 1-10 objects.</p>	<p>Frozen ocean science experiment – freeze water and foliage, put small amounts of salt over the top and talk about the changes.</p> <p>UTW:TW 22-36m Notices detailed features of objects in their environment.</p> <p>UTW:TW 30-50m Developing an understanding of growth, decay and changes over time.</p> <p>UTW:TW 40-60m Looks closely at similarities, differences, patterns and change.</p>	<p>Water themed paintings using power paint / wax crayons to talk about the changes when adding water.</p> <p>EAD:EMM 22-36m Experiments with blocks, colours and marks.</p> <p>EAD:EMM 30-50m Explores colour and how colours can be changed.</p> <p>EAD:EMM 40-60m Explores what happens when they mix colours.</p>
7 Water at Home	<p>Rhyming raindrops game.</p> <p>L:R 30-50m Shows awareness of rhyme and alliteration.</p> <p>L:R 40-60m Continues a rhyming string.</p>	<p>Numbers to 10 games – challenge numbers counting numbers beyond 10.</p> <p>M:N 22-36m Recites some number names in sequence.</p> <p>M:N 30-50m Recites numbers in order to 10.</p> <p>M:N 40-60m Counts objects to 10 and beginning to count beyond 10.</p>	<p>Making giant bubbles.</p> <p>UTW:TW 22-36m Notices detailed features of objects in their environment.</p> <p>UTW:TW 30-50m Talks about why things happen and how things work.</p> <p>UTW:TW 40-60m Looks closely at similarities, differences, patterns and change.</p>	<p>Under the sea party.</p> <p>EAD:EMM 22-36m Joins in singing favourite songs.</p> <p>EAD:EMM 30-50m Enjoys joining in with dance and ring games.</p> <p>EAD:EMM 40-60m Begins to build a repertoire of songs and dances.</p>

Topic Theme