

The 4 Purposes				
Ambitious, capable learners	Healthy, confident individuals	Enterprising, creative contributors	Ethical, informed citizens	
<ul style="list-style-type: none"> Set themselves high standards and seek and enjoy challenge. Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts. are questioning and enjoy solving problems Can communicate effectively in different forms and settings, using both Welsh and English Can explain the ideas and concepts they are learning about Can use number effectively in different contexts Understand how to interpret data and apply mathematical concepts Use digital technologies creatively to communicate, find and analyse information Undertake research and evaluate critically what they find 	<ul style="list-style-type: none"> Have secure values and are establishing their spiritual and ethical beliefs Are building their mental and emotional wellbeing by developing confidence, resilience and empathy Know how to find the information and support to keep safe and well Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives Make measure decisions about lifestyle and manage risk Have the confidence to participate in performance Take part in physical activity Form positive relationships based upon trust and mutual respect face and overcome challenge Have the skills and knowledge to manage everyday life as independently as they can 	<ul style="list-style-type: none"> Connect and apply their knowledge and skills to create ideas and products Think creatively to reframe and solve problems Identify and grasp opportunities Take measured risks Lead and play different roles in teams effectively and responsibly Express ideas and emotions though different media Give of their energy and skills so that other people will benefit 	<ul style="list-style-type: none"> Find, evaluate and use evidence in forming views Engage with contemporary issues based upon their knowledge and values Understand and exercise their human and democratic responsibilities and rights Understand and consider the impact of their actions when making choices and acting Are knowledgeable about their culture, community, society and the world, now and in the past Respect the needs and rights of others, as a member of a diverse society Show their commitment to the sustainability of the planet 	
Integral Skills				
Creativity and innovation	Critical thinking and problem-solving	Personal effectiveness	Planning and Organising	
<ul style="list-style-type: none"> Able to generate ideas Develop curiosity and inquisitiveness Demonstrate courage to explore and develop ideas Ability to turn ideas into action Plan and manage projects Identify opportunities Act upon opportunities and ideas and transform them into value – the value can be financial, cultural, social 	<ul style="list-style-type: none"> Analyse and understand Ask questions Evaluate information and situations Be objective looking at opposite view (strengths and weaknesses) Question Challenge perceptions Identify potential solutions Justify decisions Identify and develop arguments 	<ul style="list-style-type: none"> How the ideas are implemented Set goals Decision making Time management Monitor and reflect on results Adapt Check for accuracy Responsibility and reliability Manage resources 	<ul style="list-style-type: none"> Self-aware Confidence and self-esteem Emotional intelligence Evaluate own learning / strengths and areas for development Independence Leadership Social and cultural awareness, ethics 	

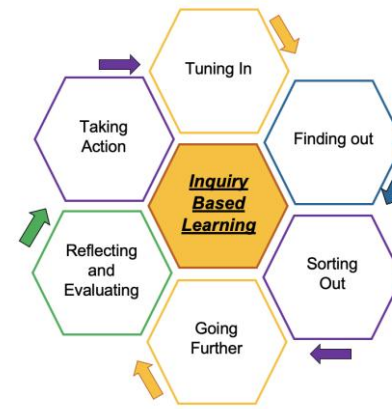
	Expressive Arts	Health and Well-being	Humanities	Literacy, Languages & Communication	Mathematics & Numeracy	Science & Technology
What	SWM 1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	SWM 1: Developing physical health and well-being has life-long benefits	SWM 1: Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	SWM 1: Languages connect us.	SWM 1: The number system is used to represent and compare relationships between numbers and quantities.	SWM 1: Being curious and searching for answers is essential to understanding and predicting phenomena.
	SWM 2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	SWM 2: How we process and respond to our experiences affects our mental health and emotional well-being	SWM 2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	SWM 2: Languages is key to understanding the world around us.	SWM 2: Algebra uses symbol systems to express the structure of mathematical relationships.	SWM 2: Designing thinking and engineering offer technical and creative ways to meet society's needs and wants.
	SWM 3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	SWM 3: Our decision-making impacts on the quality of our lives and the lives of others	SWM 3: Our natural world is diverse and dynamic, influenced by processes and human actions.	SWM 3: Expressing ourselves through languages is key to communication.	SWM 3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	SWM 3: The world around us is full of living things which depends on each other for survival.
		SWM 4: How we engage with social influences shapes who we are and affects our health and well-being	SWM 4: Human societies are complex and diverse, and shaped by human actions and beliefs.	SWM 4: Literature fires imagination and inspires creativity.	SWM 4: Statistics represent data, probability models chance, and both support informed inferences and decisions.	SWM 4: Matter and the way it behaves defines our universe and shapes our lives.
		SWM 5: Healthy relationships are fundamental to our well-being.	SWM 5: Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical actions.			SWM 5: Forces and energy provide a foundation for understanding our universe.

						SWM 6: Computation is the foundation for our digital world.
Cross cutting themes (Click on the links for more details and tick if you plan to cover any of these)						
Careers and work-related experiences	Diversity	Human Rights Article 1*2 – respect of the views of the child Article 24 – Health and health service (Linked to clean water)	Local, national and international contexts Understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship	RSE		
RVE Lenses (Highlight what is covered)						
Search for meaning and purpose How people respond to the deeper questions of life in order to understand the human condition.	The natural world and living things How and why people show concern and responsibility for the world and experience awe and wonder in nature.	Identity and belonging What makes us who we are as people, communities and citizens living in a diverse world.	Authority and influence How and why different types of authority influence people’s lives.	Relationships and responsibility How people live together, and why developing healthy relationships is important	Values and ethics How and why people make moral choices and how this influences their actions.	
The journey of life What people experience as part of the journey of life and how these experiences are acknowledged.	Hwb link					

<p style="text-align: center;"><u>Pupil Voice Questions</u></p> <p>Pupil voice questions go here in blue.</p> <ul style="list-style-type: none"> • <i>Why do fish stick to sharks? (LC)</i> • <i>Do crocodile live in the sea? (LC)</i> • <i>How does a whale squirt water? (MA)</i> • <i>How do crabs walk (EE)</i> • <i>Do sharks have sharp teeth? (FR)</i> • <i>How many tentacles do jellyfish have? (JC)</i> • <i>Are mermaids real? (NR)</i> • <i>How to octopus squirt ink? (MH)</i> • <i>How do I stay safe around water? (LP)</i> • <i>How do turtles get their shell? (MH)</i> • <i>How do fish swim? (CW)</i> • <i>Do starfish stick to rocks? (XS)</i> • <i>How does coral get on the reef? (LC)</i> 	<p style="text-align: center;"><u>Inquiry Theme:</u></p> <p style="text-align: center;">Under the sea</p> <p style="text-align: center;"><u>Inquiry Title:</u></p> <p style="text-align: center;">Why is the ocean important?</p> <p style="text-align: center;"><u>Central Idea</u></p> <p style="text-align: center;">The ocean is important because it is home to many living things and helps take care of our world.</p> <p style="text-align: center;"><u>(Rationale):</u></p> <p style="text-align: center;">By the end of this theme, pupils will be able to show an early understanding of why the ocean matters to people, animals, and the planet. They will have explored ocean life through play, stories, and hands-on experiences, helping them develop curiosity, care for living things, and awareness of how their actions can help protect the natural world.</p> <p style="text-align: center;"><u>Half Termly Value:</u></p> <p style="text-align: center;">Trust Peace</p>	<p style="text-align: center;"><u>Phase 1 - Tuning in Sequence of learning</u></p> <p><u>Aoles:</u> Health and Wellbeing / Humanities / LLC / Expressive Arts / STEM</p> <p><u>Statement of What Matters:</u> Health & Well-being WM1, WM4: PS1 Humanities WM3: PS1 LLC WM2: PS1 Expressive Arts - WM1: PS1 STEM WM1:PS1</p> <p><u>Knowledge and Skills (by the end of this phase):</u></p> <ul style="list-style-type: none"> • I can name some animals that live in the ocean. • I can talk about why the ocean is important. • I can follow clues and use simple map symbols. • I can use pirate and ocean words in my play. • I can work with others to solve problems and build.
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Children's Rights:

- Article 24-25
- Article 27
- Articles 33-36
- Article 30
- Article 32
- Articles 36-40



- I can move my body in different ways during pirate games.
- I can use props and materials to act out pirate adventures.

LNF / DCF:

- I can talk about things I have seen or learned.
- I can share my ideas and talk about what I know.
- I can take part in role-play and use language to pretend.
- I can follow and describe simple movements or directions.
- I can work with others to solve simple practical problems
- I can understand and use simple symbols and signs.
- I can follow simple routes or patterns.
- I can follow simple instructions using digital or visual information.
- I can use simple digital or physical tools to support my ideas.

Activities:

Immersion day - Visit from a Pirate (Louby Lou)

Captain Smelly Socks and First Mate Seaweed have been sailing the seven seas for many years. After docking near our school, they are on the hunt for shiny treasure and a few new shipmates to join their crew. The children will spend the day completing pirate challenges to prove they are brave, clever, and ready for adventure.

- Treasure Map Makers**
Children design their own pirate treasure maps using tea-stained paper, simple symbols, and "X marks the spot."
- Shiny Treasure Hunt**
A trail of clues leads children around the classroom/outdoor area to find hidden gold coins, shells, and jewels.
- Pirate Dress-Up & Role-Play Deck**
Hats, bandanas, telescopes, and a cardboard ship encourage imaginative play as children practise pirate phrases and act out scenes.
- Ocean Sensory Exploration**
Water trays with sea creatures, nets, shells, and blue fabric for children to explore "under the sea."
- Build a Pirate Ship Challenge**
Using blocks, crates, or loose parts, children work together to build a ship strong enough for Captain Smelly Socks.
- Sea Shanty Singing & Movement**
Children learn a simple pirate chant and practise moving like sailors, crabs, sharks, and jellyfish.

Phase 6 - Taking Action

Aoles:

Health and Wellbeing / Humanities / LLC / STEM / Expressive Arts

Statement of What Matters:

Health & Well-being WM1, WM2, WM3: PS1

Humanities WM2: PS1

Phase 2 - Finding Out

Aoles:

STEM / Humanities / Expressive Arts / LLC / Maths and Numeracy / Health and Wellbeing

Statement of What Matters:

Science & Technology WM1, WM2, WM3: PS1

LLC WM1: PS1
STEM WM1 and WM2: PS1
Expressive Arts WM1, WM2: PS1

Knowledge and Skills (by the end of this phase):

- I can sort pictures into safe choices and unsafe choices around water.
- I can use simple safety rules like "stop, look, stay back" when I am near water edges.
- I can create safety signs or posters to show how to behave safely near pools, ponds, or the sea.
- I can explore floating and sinking to understand why life jackets help keep people safe.
- I can name the people who help us near water, like lifeguards, and talk about what they do.
- I can design a safe beach or pool small-world by adding flags, barriers, lifeguards, or warning signs.

LNF / DCF:

- I can sort and group information.
- I can follow simple instructions.
- I can write words and phrases to share a message.
- I can talk about what I notice using simple describing words.
- I can ask and answer questions to share ideas.
- I can explain my choices and describe what I have made.
- I can take photos or videos to record what I have found out.
- I can find information online with an adult's help and use it safely.
- I can use a device to take photos or videos

Activities go here:

Keeping Ourselves Safe

How do I stay safe around water? (LP)

- Sort pictures into safe choices and unsafe choices around water.
- Practice simple safety rules such as "stop, look, stay back" near water edges.
- Create safety signs or posters showing how to behave near pools, ponds or the sea.
- Explore floating and sinking to understand why life jackets help keep people safe.
- Learn who helps us near water, such as lifeguards, and talk about what they do.
- Design a safe beach or pool small-world, adding flags, barriers, lifeguards or warning signs.

Humanities WM1, WM3: PS1
Expressive Arts WM1, WM2, WM3: PS1
Maths and Numeracy WM1, WM2, WM3:PS1
LLC WM2, WM3, WM4: PS1
Health and Wellbeing: WM1, WM2, WM5

Knowledge and Skills (by the end of this phase):

- I can look closely at pictures and say what I notice about the animals.
- I can explore how animals move together in play.
- I can share simple ideas about why some animals stay close to others.
- I can sort animals into the habitat where they belong.
- I can talk about the difference between sea animals and freshwater animals.
- I can build a habitat and explain which animals live there.
- I can watch carefully and talk about how a whale uses its blowhole.
- I can explore how water moves when I squeeze or blow.
- I can show my ideas using pictures, models or craft.
- I can look at different teeth and describe their shapes.
- I can sort animals by the type of teeth they have.
- I can explain why some animals need sharp teeth.
- I can count the tentacles on different jellyfish.
- I can make a jellyfish and count the parts I add.
- I can sort jellyfish by how many tentacles they have.
- I can watch how animals move and talk about what I see.
- I can try moving my body in different ways, like a crab.
- I can show how an animal moves through drawing or play.

LNF / DCF:

- I can look closely at pictures and talk about what I notice.
- I can describe how animals move or behave.
- I can sort animals into groups or habitats.
- I can explain simply why an animal belongs in a habitat.
- I can compare animals by their features.
- I can count parts of animals, like tentacles or teeth.
- I can explore how things move, such as water or animals.
- I can show my ideas through drawing, building or making models.
- I can talk about what I see in videos or real-life examples.
- I can use play to explore how animals move or interact.
- I can look at pictures and videos to find information.
- I can talk about what I see on a screen.
- I can work with others when using digital media.
- I can share my ideas about what I notice in digital content.
- I can use digital tools with support (e.g., watching clips, viewing images).
- I can sort and group information shown in pictures or videos.
- I can count or compare things I see in digital images.

- I can follow simple steps or sequences shown on screen.
- I can create simple representations of what I've learned (drawings, models, photos).

Activities:

Trip to Bristol Aquarium

Animal Relationships & Habitats

Why do fish stick to sharks? (LC)

- Photo spotting: Look at pictures of sharks with small fish attached; children say what they notice.
- Small-world play: Use sharks and small fish in a water tray to explore how they move together.
- Magnetic fish "stick" to a shark model to mimic remoras.
- Simple collage: Make a shark and add small fish close to it.
- Video clip: Watch a short child-friendly clip showing remora behaviour.

Do crocodiles live in the sea? (LC)

- Sort animals into sea vs freshwater habitats.
- Use a water tray with freshwater and saltwater areas; place animals in the correct section.
- Compare pictures of crocodiles, alligators, and sharks.
- Build a riverbank habitat using blocks, sand and water.
- Play a movement game: move like river animals or ocean animals when called out.

Animal Body Parts & Functions

How does a whale squirt water? (MA)

- Watch a short video of a whale using its blowhole.
- Use squeeze bottles or pipettes in a water tray to mimic squirting water.
- Explore blowing water through tubes or straws to show how air pushes water out.
- Look at simple diagrams or pictures of a whale's blowhole.
- Make a whale craft and add a cotton-wool "spout" to show where the water comes out.

Do sharks have sharp teeth? (FR)

- Look at pictures or models of shark teeth and talk about their shape.
- Compare different animal teeth (herbivore vs carnivore) using photos or models.
- Explore playdough or clay to make "sharp" and "flat" teeth.
- Sort picture cards into "sharp teeth" and "not sharp teeth".
- Watch a short child-friendly video showing how sharks use their teeth.

How many tentacles do jellyfish have? (JC)

- Count tentacles on pictures of different jellyfish.
- Make jellyfish crafts using paper bowls and ribbons, counting each ribbon as a tentacle.
- Use loose parts (string, pipe cleaners) to build jellyfish and count the pieces.

		<ul style="list-style-type: none"> Sort jellyfish images into "few tentacles" and "many tentacles". Watch a short video and pause to count tentacles together. <p>Animal Movement <u>How do crabs walk? (EE)</u></p> <ul style="list-style-type: none"> Watch a short video of crabs moving sideways. Practice "crab walking" during PE or outdoors. Use toy crabs in a sand tray to explore movement. Draw simple pictures showing how crabs move.
<p style="text-align: center;"><u>Phase 5 - Reflecting and Evaluating</u> <u>(Performance of Understanding)</u></p> <p><u>Aoles:</u> STEM / Humanities / Expressive Arts / HWB / LLC / M&N</p> <p><u>Statement of What Matters:</u> LLC WM1, WM2, WM3: PS1 Expressive Arts WM1, WM2: PS1 Humanities WM1, WM2: PS1 STEM: WM1, WM2, WM3: PS1 M&N: WM1, WM2: PS1 HWB: WM1, WM3: PS1</p> <p><u>Knowledge and Skills (by the end of this phase):</u></p> <ul style="list-style-type: none"> I can show what I know by making and displaying sea-animal models or crafts. I can label important animal features like sharp teeth, tentacles or blowholes. I can put animals in the correct habitat and explain why they belong there. I can show and explain how different animals move, such as fish swimming or crabs walking. I can show how some animals protect themselves, like starfish gripping or octopus squirting ink. I can explain how some animals grow or change, such as coral growing or turtles having shells. I can sort animals into freshwater, saltwater, real or imaginary and explain my choices. I can show how body parts help animals survive, like remoras sticking to sharks or whales using blowholes. I can count or compare animal features, such as jellyfish tentacles or different types of teeth. I can talk about what I learned, what I can do now, and what I still wonder about. <p><u>LNF / DCF:</u></p>	<p style="text-align: center;"><u>Phase 4 - Going Further</u></p> <p><u>Aoles:</u> STEM / Humanities / Expressive Arts / HWB / LLC / M&N</p> <p><u>Statement of What Matters:</u> Science & Technology WM4: PS1 Humanities WM2: PS1 Expressive Arts WM1, WM3: PS1 HWB: WM1: PS1 LLC: WM1, WM3: PS1 M&N: WM1: PS1</p> <p><u>Knowledge and Skills (by the end of this phase):</u></p> <ul style="list-style-type: none"> I can look closely at pictures and videos to find out how sea creatures live. I can explore how different surfaces feel and test what sticks or doesn't stick. I can investigate suction using tools like pipettes, droppers or suction toys. I can try out ideas in water trays to see how things move, float, drift or grip. I can build simple models (starfish or coral) and test what they can do. I can compare how things move on smooth and rough surfaces. I can observe how colours or liquids spread in water to show how animals feed or grow. I can sort and group pictures by their features, shapes or colours. I can role-play how animals drift, cling, settle or grow in their habitats. I can ask new questions when I notice something interesting or want to learn more. <p><u>LNF / DCF:</u></p> <ul style="list-style-type: none"> I can describe what I am doing while I explore. I can listen to others' ideas and respond to them. 	<p style="text-align: center;"><u>Phase 3 -Sorting Out</u></p> <p><u>Aoles:</u> Mathematics and Numeracy / LLC / Humanities / STEM / Expressive Arts / health and Wellbeing</p> <p><u>Statement of What Matters:</u> Mathematics & Numeracy WM1: PS1 LLC WM1, WM3: PS1 STEM WM4: PS1 Humanities WM2: PS1 Expressive arts WM1, WM3: PS1 Health and Wellbeing WM1: PS1</p> <p><u>Knowledge and Skills (by the end of this phase):</u></p> <ul style="list-style-type: none"> I can look closely at pictures and talk about what I notice. I can say whether something is real or imaginary. I can sort and group pictures or objects into the right categories. I can talk about how animals move or protect themselves. I can explore how things change or spread, like water or "ink". I can describe how animal bodies grow or what body parts they have. I can use play and hands-on activities to explore ideas. I can copy movements using my body, like swimming or squirting actions. I can use craft or models to show what I have learned. I can talk about what I see in videos or stories. I can compare real animals with imaginary creatures. I can explain my ideas in simple sentences. <p><u>LNF / DCF:</u></p> <ul style="list-style-type: none"> I can talk about what I see in pictures, videos and stories. I can use familiar and new vocabulary to share my ideas. I can retell events or experiences in simple terms. I can explain my ideas, likes and dislikes. I can look at pictures or text to find information. I can sort and group objects or images.

- I can talk about what I see in pictures, videos and small-world play.
- I can describe what I notice using simple words.
- I can explain my ideas about how things move, work or change.
- I can use labels or captions to show important information.
- I can sort and group items and explain my choices.
- I can listen to others and share my own ideas.
- I can ask questions to find out more.
- I can use new words I have learned when talking about my work.
- I can talk about what I made and why I made it that way.
- I can say what I learned and what I still wonder about.
- I can add simple labels or captions to a picture with adult support.
- I can sort digital images into groups (e.g., sea animals, river animals, real or imaginary).
- I can use a simple program or app to move, place or sort items on the screen.
- I can watch a short clip and say what I learned from it.
- I can use digital tools safely and know to ask an adult for help.
- I can share my work with others using a device (showing a photo, video or digital drawing).

Activities:

Create a Class Museum: "Under the Sea Discovery Zone"

[Do sharks have sharp teeth? \(FR\)](#)

[How many tentacles do jellyfish have? \(JC\)](#)

[How does a whale squirt water? \(MA\)](#)

[How do turtles get their shell? \(MH\)](#)

[How does coral get on the reef? \(LC\)](#)

[Do starfish stick to rocks? \(XS\)](#)

[Are mermaids real? \(NR\)](#)

- Display crafts (jellyfish, whales, sharks, turtles, coral).
- Add labels or simple captions ("sharp teeth", "tentacles", "blowhole").
- Place animals in the correct habitat (river, ocean, reef).
- Explain their model or picture to an adult or peer.

Small-World Expert Demonstrations

[Why do fish stick to sharks? \(LC\)](#)

[Do crocodiles live in the sea? \(LC\)](#)

[How do fish swim? \(CW\)](#)

[How do crabs walk? \(EE\)](#)

[Do starfish stick to rocks? \(XS\)](#)

[How does coral get on the reef? \(LC\)](#)

- Make remoras "stick" to sharks and explain why.
- Place crocodiles in freshwater and sharks in saltwater.
- Show how fish swim, how crabs walk, or how starfish grip.
- Add coral pieces to show how reefs grow.

"Show Me What You Know" Science Stations

[How does a whale squirt water? \(MA\)](#)

[Do sharks have sharp teeth? \(FR\)](#)

[How many tentacles do jellyfish have? \(JC\)](#)

- I can use words like smooth, rough, sticky, float and sink to describe what I notice.
- I can predict what might happen before I test something.
- I can talk about changes I see during an activity.
- I can use simple comparison words like more, less, faster and slower.
- I can choose pictures or objects that match my ideas.
- I can sequence simple events using pictures or actions.
- I can talk about what surprised me or what I found interesting.
- I can share my thinking using drawings, marks or simple labels.
- I can take photos or videos of what I am exploring.
- I can use simple apps or tools to zoom in and look closely.
- I can sort and group digital images.
- I can use drawing or mark-making tools on a device to show my ideas.
- I can record simple results using digital charts, stamps or symbols.
- I can save my work with help and find it again later.
- I can use simple digital media (photos, clips, animations) to explain my thinking.
- I can ask questions after watching or exploring something on screen.

Activities:

How Animals Adapt to Their Environment

[Do starfish stick to rocks? \(XS\)](#)

- Test how different surfaces (smooth/rough/wet/dry) affect sticking.
- Explore suction using pipettes, droppers or suction toys.
- Watch close-up videos of starfish tube feet gripping rocks.
- Try sticking toy starfish or suction cups to rocks in a water tray.
- Build a "sticky" starfish model and test where it grips best.
- Compare movement on smooth vs rough surfaces to explore grip.
- Make a simple chart showing sticks / doesn't stick.
- Look at photos of rocky shore habitats and discuss why sticking helps.
- Role-play being starfish holding onto rocks during "big waves".
- Ask new questions about other sea creatures that grip or cling.

How Habitats Grow & Change

[How does coral get on the reef? \(LC\)](#)

- Look at pictures or videos of coral spawning and drifting in the ocean.
- Build simple coral models using playdough, pipe cleaners, sponges or foam.
- Create a small-world reef tray and add coral pieces over time to show "growing".
- Observe how food colouring spreads in water to model how coral feeds.
- Sort pictures of different coral shapes and colours.
- Role-play coral larvae drifting, settling and growing into a reef.
- Ask new questions about coral, such as how long it takes to grow or

- I can communicate using marks, drawings, symbols or letters.
- I can present my work in different ways (spoken, drawn, written).
- I can look at pictures and videos to find information.
- I can sort and group digital images or objects.
- I can use simple digital media to explore ideas (photos, videos, clips).
- I can work with others when using digital tools.
- I can follow simple steps or sequences shown on screen.
- I can create simple digital or physical representations to show my ideas.

Activities:

Real or Imaginary

[Are mermaids real? \(NR\)](#)

- Look at pictures of mermaids and real sea creatures; talk about what is real and imaginary.
- Sort images into "real" and "make-believe".
- Explore a water tray with shells, sea animals and mermaid figures for imaginative play.
- Create mermaid or sea-creature crafts to compare fantasy vs real features.
- Share a simple story about mermaids and discuss which parts could happen in real life.

Animal Protection

[How do octopus squirt ink? \(MH\)](#)

- Watch a short video showing an octopus releasing ink and talk about what happens.
- Use black water (food colouring) in pipettes or squeeze bottles to mimic squirting ink in a water tray.
- Explore how ink spreads by dropping coloured water into clear water.
- Look at simple pictures or diagrams of an octopus and its ink sac.
- Create an octopus craft and add "ink" using paint, sponges or fingerprints

Growth & Body Coverings

[How do turtles get their shell? \(MH\)](#)

- Look at pictures of baby turtles and adult turtles; talk about how the shell grows with them.
- Explore models or puzzles showing a turtle's body and shell to see how it's part of their skeleton.
- Use playdough or craft materials to make a turtle and add a shell that's "attached" to its body.
- Sort pictures of animals with shells vs animals without shells.
- Watch a short child-friendly video explaining how a turtle's shell grows as part of its bones.

Movement & Body Control

[How do fish swim? \(CW\)](#)

- Watch a short video of different fish swimming and talk about how their bodies move.

Do starfish stick to rocks? (XS)

- Blowhole station: use pipettes or bottles to show how whales squirt water.
- Teeth station: sort sharp vs flat teeth and explain their choices.
- Tentacle station: count tentacles on jellyfish pictures or crafts.
- Suction station: test what starfish stick to.

End-of-Topic Reflection Booklet (oral or written)

How do I stay safe around water? (LP)

Are mermaids real? (NR)

- "I learned that..."
- "My favourite animal was..."
- "I can show you how..."
- "I still wonder about..."

what helps it stay healthy.

- Use ribbon "fish tails" or scarves to copy the side-to-side movement with children's bodies.
- Explore a water tray with toy fish to see how pushing the tail makes them move.
- Look at simple pictures showing fish fins and tails; point to the parts that help them swim.
- Make a fish craft and add moving tails or fins to show how they help the fish move