

# Individual Activity Lesson Plan

**Date:** Wednesday 29<sup>th</sup> April 2020

**Activity Title:** Commotion in the Ocean

**Learning Intention:** To move in a range of different ways.

**Links to EYFS:** Physical Development: Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

**Resources:**

\*Commotion in the Ocean - video link:

[https://www.youtube.com/channel/UCn9Kx\\_D9nnBpQO2txlssq-A?view\\_as=subscriber](https://www.youtube.com/channel/UCn9Kx_D9nnBpQO2txlssq-A?view_as=subscriber)

\*Underwater Scene - video link:

<https://www.youtube.com/watch?v=9pRhgz8Jffs>  
<https://www.youtube.com/watch?v=cC9r0jHF-Fw>

\*Sea Creature Cards – Template (this is optional – you may want to create your own set of cards by drawing underwater creatures onto separate pieces of paper.) Cut the cards out prior to the activity.

**Activity Overview:** Read today's focus story. Watch a video to observe how underwater creatures move and then play a movement game.

**Key vocabulary:**

Story, author, illustrator, characters, creatures, information, movements, copy, name, guess.

## ACTIVITY IMPLEMENTATION (including key questions)

**Introduction:**

\*Follow the link above to **watch/listen** to today's focus story: *Commotion in the Ocean* by Giles Andreae and David Wojtowycz.

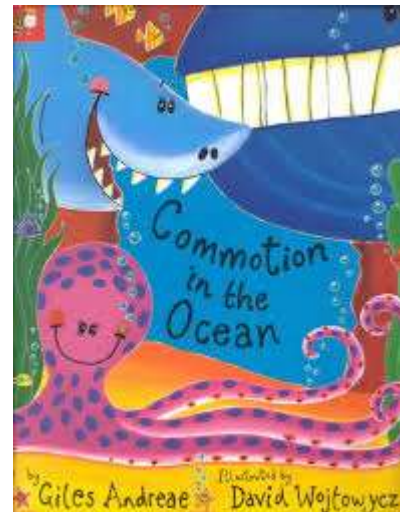
**Main Activity:**

\*Follow the link above and **watch** the Underwater Scene.

\*As you're watching, encourage your child to focus on the **ways in which the different sea creatures move** through the water.

\*Invite your child to **copy/mimic** the ways the animals are moving. e.g. Scurrying crabs, waving octopi, weaving fish.

\*Place the cut-out creature cards in a pile, face down. Take it in turns to turn a creature card over (don't show anyone) and mimic the movement of the underwater creature. Can the other player/players guess which animal you are?



**Challenge:**

\*Place all of the creature cards back in a pile. Take it in turns to turn a card over (again don't show anyone) and describe the creature you can see, without saying its name. For example, if you pulled out a shark you may say 'It is a large predator. It has sharp teeth. It is grey coloured'.

**Additional ways to support your child:**

Model different ways of moving to replicate the sea creatures' movements and invite your child to copy.

**Extension:**

Invite your child to create a sequence of movements – i.e. an underwater dance routine. Perform it for family or even extended family on a video call ('Under the Sea' from The Little Mermaid, could be the perfect sound track).

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