

Reception

Summer 2

## At the Seaside & Where in the World are We?



### Communication and Language

Generate original narratives using small world, figures or puppets or in role play with open ended props.

Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.

Play games where they give instructions to each other.

Recall and define specialist vocabulary for the half term.

### Personal Social, Emotional Development

Engage in games where different participants have different roles.

Build strategies to challenge undesirable behaviour towards others.

### Physical Development

Stack and align irregular and natural objects.

Use hand moulding and building techniques with malleable materials.

Control large scale gardening tools including watering cans.

Use fine pincer mark-making clay tools with precision.

Use a range of tools to dismantle mechanisms.

Bounce a ball on the spot or on the move.

Roll or throw a ball underarm at a target.

Kick a ball at a target or to a friend.

### RE

In RE we will be learning about Jesus and his friends and what makes a good friend. We will also be exploring our world and what makes it so special.

### Books we will use:



### Understanding the World

Describe changes to trees and woodland plants in summer.

Know and demonstrate how to nurture edible plants.

Describe differences and similarities between beaches around the world, using photographs.

Describe natural and manmade beach detritus and know the dangers to wildlife from man-made rubbish.

Name physical features of a beach environment using secondary sources.

Name locality features on the route to Ashfield Court.

Draw and label geographical features on the route.

Interpret Google Earth street view of the route between school and Ashfield Court.

### PSHE and RSE

In PSHE and RSE we will be learning about how we grow in love for one another and the importance of showing our friends and family love. We will also be learning about the responsibility we have as humans to look after our planet.

### Literacy

Name book characters and describe their qualities. Articulate the dilemmas the characters face.

Use the structure of rhyming texts to participate in a recall sections of text.

Letters and Sounds Phase 3

Write short compositions with more than one sentence, capital letters and full stops.

### Maths

In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

Know coins have different values.

Be able to recognise coins and match amount to value, 1p, 2p, 5p.

Measure mass and capacity using simple non-standard measures.

### Expressive Art and Design

Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment.

Make detailed and accurate observational drawings of natural found objects and living things, including matching colours

Shape and mould wet sand and clay with hand tools to create particular effects.

Generate simple oral and enacted narratives with role play props or small world.

Use dance gestures and movements to tell a story.

Draw familiar landmarks from memory

Locate and reproduce geometric patterns

Generate short narratives about the environment using small world props.

**Continuous Provision**

- Having a range of tools and equipment to dig and explore.
- Wide range of recycled materials
- Real resources from the beach to use in the classroom.
- Shells, rock, seaweed for counting.
- Tools and mechanisms to build, (hammers, nails)
- Seaside themed small world to role play
- Using oil pastels to create pictures of the seaside.
- Local maps and globes to explore the world
- Ipad to look at google maps in classroom.
- Collecting of natural printing tools

**Visits, Visitors and Experiences**

- Trips to Ashfield Court.
- Walk around our local area to create maps

**Family Engagement**

- Tapestry sharing learning from out of school
- Playing board games with children to help with numbers to 20.
- Reading and practicing words and spellings.

**SEND and Disadvantaged Children**

- Explore the seaside – sensory activities using sand, water, shells.
- Scheduled pre-teaching activity to introduce vocabulary for the following sessions.
- Easy grip gardening tools.
- Additional gardening time to explore how to use equipment

**Words and Phrases we will use:**

Communication and Language	Personal, Social Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
Once upon a time After a while Suddenly The same day Early one morning Late one night Under the sea In the end Finally Happily ever after I think, It could be, It might be	Take turns, fair, share, friendship, kind, gentle hands, working together, team work, happy, sad, worried, excited, shy, no thank you, yes please This worked because This was hard because	Names of tools and materials for outdoors Pass, throw, kick, gentle, push. Take turns, competition, relay, team High, climb, push, pull, jump, land	First, then, next, after that, finally, once upon time, and, because, excited, terrified, adventure, explore, in the end, happily ever after	Part, part whole, double, odd and even, tens frame, tens, ones, counting, more than, less than, equal to, name the days of the week, today, tomorrow, yesterday, before, positional.	Sand, Beach, Lifeboat, Shells, Sea, Cave, Pier, Fossil, Explore, Coast, Lighthouse, Rock pool, cliff, waves, tide,  Home, Local, Map, Globe, Earth, Country, City.	Shape, colour, texture, size, line, Recycled, cardboard, materials, plastic, wood, cotton Stick, tape, fix, secure, mend, nail, tie, clip. I chose to do this I chose this because This did not work because