

## Personal, Social and Emotional Development

We will be sharing any experiences of children having visited the seaside either on holiday or for day visits. How did we feel, who did we go with, what did we see and do, what did we enjoy, would we like to return, why? We will work with our friends, making up games to play, sharing and developing our confidence in trying new things. We will talk about our feelings more and be able to explain to an adult what things make me happy and sad. We will think about different roles during our play.



## Physical Development

We will play a range of outdoor games using a range of equipment. This half term we will focus on using the climbing frames safely, understanding and taking sensible risks. We will develop our ball skills, particularly throwing, catching and rolling them. We will ensure we hold our pencils correctly to make marks and write our names. We will have lots of opportunities to cut more accurately with scissors. We will also think about our own health e.g. being sun-safe, eating fresh fruit and drinking water to stay hydrated in the hot weather as well as the importance of keeping clean (summer bugs).

## Communication and Language

We will now be focusing our input attention for 10 minutes. We will extend our vocabulary in our pretend play, for familiar activities and routines and join in with more rhymes and songs linked to the seaside. We will be using our senses to describe a range of seaside objects including shells, sand, seaweed. We will recall, review and reinforce all the sounds we have learnt so far as well as introducing 2 letters making one sound for CK, FF, LL, SS and ZZ. We will be encouraged to speak in full sentences as much as possible e.g. 'please can I have a turn, when you are finished?' and respond to our adults e.g. in the morning – 'good morning Mrs ..., I am fine thank you.'

## Expressive Arts and Design

We will create a range of seaside crafts such as a tissue paper rainbow fish, pirate hats, seaside creature sponge printing and shell painting. We will learn pirate-themed songs. We will listen and respond to seaside music and sounds of summer. We will explore mixing paints and colours further and using pastels and chalks to create underwater scenes. We will think about and create movements for underwater creatures and remember simple sequences of movements. We will use loose parts in our play.

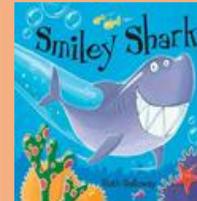
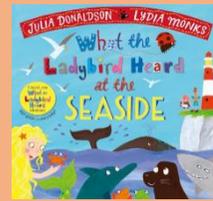


## Literacy



We will be working on recognising words with the same initial sound e.g. sea and sand. We will continue to talk about stories we read and retell them using story vocabulary and props. We will begin to understand the concept of sentences and words having syllables. We will write our names daily and start to write some letters from memory and more letters accurately. We will include a range of shapes when we make marks to represent different things.

## Summer 2 Curriculum Map – At the Seaside



### Yew class stories

Week 1 & 2 – The Rainbow Fish

Week 3 & 4 – What the Ladybird Heard At The Seaside

Week 5 & 6 – Ten Little Pirates

Week 7 – Smiley Shark

## Maths

We will all become secure in counting 5 objects reliably 1 to 1. We will count to 10 during our number songs and rhymes. We will all be able to subitise up to 3. We will be able to say which is more and less (quantities). We will explore volume using different container sizes and pouring. We will extend our recognition of simple patterns. We will use positional language e.g. the fish is under, behind, above the rock. We will play seaside counting games, count pirate treasure, find, recognise and copy digits to 5. We will begin noticing the properties of 2D shapes e.g. pointy.

## Understanding The World

We will be talking about similarities and differences of people in our communities and people who help us. We will think about being unique and how rainbow fish was different. We will think about what it means to be kind and ways we can be kind. We will recall holidays we remember and when these were (past/present understanding) We will use our hands in messy/sensory play. We will begin to understand the need to care for our environment e.g. keeping our beaches clean and recycling. We will also explore floating and sinking.



