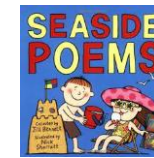
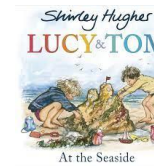




## Summer 2: Our Amazing Seaside – past and present!

**Key Texts:** Lucy and Tom at the seaside, Seaside poems, The Singing Mermaid.



### Why this? Why now?

This half term we are going to be finding out about more about our amazing seaside! We are going to compare what Redcar seafront looked like in the past and how it compares to now. We will visit the lifeboat museum and the Beacon. We will also ask our families to see if they have any photos of when they were little on Redcar beach. We will continue to take part in our beach school sessions, and will have a beach experience day.

Over the Summer term the children will begin a smooth transition programme to help them prepare for starting Year 1. They will be slowly introduced to a more formal and structured curriculum. The EYFS curriculum has equipped the children to have a broad range of knowledge and skills that provide the right foundation to start the National curriculum. The Foundation Stage Profile will be completed, during the summer term, where children will be assessed against each of the 17 Early Learning Goals

#### Key Vocabulary –

Seaside, keeping safe, sea, tides, lifeboat, lifeguards,

These are some of the opportunities that will offered for the children. Some of these opportunities will be taught as a focused teaching activity and others offered through continuous provision, both inside and outside. We will be responding to child-led interests to lead our learning further and also respond to spontaneous learning opportunities.

#### Area of Learning and Development – Communication and Language

- Listen attentively in a variety of situations and respond to what they hear with relevant questions.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Use vocabulary to express their ideas and feelings about their experiences using full sentences.

#### Overview

- To listen carefully to and talk about stories including Lucy and Tom at the seaside, The Singing Mermaid, Seaside poems
- To observe, learn new vocabulary and articulate their thoughts.

Story time focus author – Eric Carle – The Very Hungry Caterpillar, Draw me a star, The Tiny Seed, Brown Bear, Papa please get the moon for me

#### Area of Learning and Development – Personal, Social and Emotional Development

#### Overview



- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Form positive relationships with adults and with peers, working cooperatively.
- Give focused attention to others, responding appropriately.

PSHE including RSE: My body and my health

- Continuing to work with children continually to develop their PSE skills.

Area of Learning and Development – Physical Development

Overview

- Understand the importance of being healthy and social and emotional well-being.
- Demonstrate strength, balance and coordination when moving.
- Confidently and safely use a range of large and small apparatus.
- Use a range of small tools with effective hand-eye co-ordination.

- Daily use of outdoor area, to focus on their fundamental movement skills.
- Daily practise of writing name / HFW / numbers to 10.
- Focused handwriting groups to continue to develop handwriting style.
- Using large apparatus in the hall.
- Hold pencils, scissors, brushes, cutlery correctly and with good control.
- Play games involving different skills and varying equipment of different properties and sizes. Bean bags, balls, quoits, other equipment. Team games involving problem solving. Make up own games and rules

Area of Learning and Development – Literacy

Overview

Phonics: Little Wandle Summer 2

Say a sound for each letter in the alphabet and at least 10 digraphs. Blend sounds into words. Read common exception words matched to the school's phonic programme.

Reception Summer 2

	Phase 4	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root word ending in: -er, -est longer words	

Reading

Understand what has been read to them and be able to retell stories.  
 Say a sound for each letter in the alphabet and at least 10 digraphs.  
 Be able to read unfamiliar words by decoding and have speedy recognition of some common exception words.  
 Know the front and back cover.

Model re-reading words ongoing as the sentence is read.  
 Read sentences and books independently, with some fluency.  
 Read with understanding , talk about what has been read and answer questions.



Talk about the main characters and events.  
 Blend sounds into words (CVC).  
 Continue to become more confident reading simple sentences.

**Writing**  
 Spell words by segmenting and write some common exception words.  
 Write simple phrases and sentences that can be read by others.  
 Form lower-case and capital letters correctly.  
 Use a capital at the beginning, and for names and a full stop at the end.  
 Re-read what they have written to check that it makes sense.  
 Write for different purposes and audiences.

Practise writing full name.  
 Letter formation  
 Spell cvc, ccvc, cvcc words orally and using letters.  
 Spell tricky words.  
 Write simple sentences with known sounds and words and with a full stop.

**Area of Learning and Development – Mathematics**

**Overview**

**Number**

- Verbally count beyond 20, recognising the pattern of the counting system.
- Have a deep understanding of number to 10, including the composition of each number.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Know what one more/one is less between consecutive numbers up to 10.

**Shape, space, measures**

- Use positional and directional language to describe objects and people.
- Solve real world mathematical problems with shapes, space and measures.
- Compare length, weight and capacity using comparative language, e.g, smaller, heavier, lighter.
- Use positional and directional language to describe objects and people.

- Count in different situations, count children, how long it takes to do an action, activity.
- Count along number tracks.
- Problem solving activities for composition of each number to 10.
- Number bonds to 10: numicon, tens frame.
- Problem solving: 1 more/less.
- Doubling, sharing.
- Exploring shape, space and measure through continuous provision opportunities.
- Recap of shapes, particularly 3D shapes.

**Area of Learning and Development – Understanding the World**

**Overview**

- Talk about the different lives of the people in their family, people they know around them, famous people and their roles in society.
- Know some similarities and differences between events that have happened in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

- RE – special times – weddings – look at both Christian and Hindu weddings.
- Computing – continue to become confident using the iPads to work on Purple Mash.
- Exploring our local environment and comparing it to what it was like in the past.
- Visit to the Lifeboat Museum



- Ask and answer questions using common words and phrases
- Understand some important processes and changes in the natural world around them.
- Observe and talk about the weather and seasonal features.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Understand the need to and how to respect and care for the natural environment and all living things.
- Use a range of simple programmes on a computer and iPad.
- Know how to use technology devices to complete tasks in school and at home.
- Talk about how things work and why things happen.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Talk about special times, special places and people that are special to them.

**Area of Learning and Development – Expressive Arts and Design**

- Safely use a variety of materials, tools and techniques.
- Experiment with colour, design, texture, form and function and draw things that they see.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Use tools with care, precision and independence.
- Construct with a purpose using a range of materials and adapt models
- Use joining materials and techniques to create models and pictures
- Sing a range of well-known nursery rhymes and songs.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

**Overview**

- Artists – Frank Sutcliffe
- When using construction areas, plan out what we are going to make and draw first.
- Music – Charanga.
- Take photographs of Redcar seafront and compare with photos of the past.

**Home – School Links**

- Continuing to share ‘wow’ learning moments from school on Seesaw and asking parents to share moments from home too.