

## Come and See

- We will be finishing our work off around friendship and sharing
- 1 week learning about another faith - Islam week
- We will then be looking at God's wonderful world - how it was made looking at the story of creation.

## Communication and Language (CL)

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Continue to extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and forth exchanges with their teacher and peers.

Explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Question why things happen and give explanations.

Confidently and correctly asks e.g. who, what, when, how questions in the correct context.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

## Mathematics

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
  - explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
  - compare quantities and numbers, including sets of objects which have different attributes
  - continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

Visualise, build and map

Identify units of repeating patterns

Create own pattern rules

Explore own pattern rules

Replicate and build scenes and constructions

Visualise from different positions

Describe positions

Give instructions to build

Explore mapping

Represent maps with models

Create own maps from familiar places

Create own maps and plans from story situations

## Literacy

Alongside our focussed texts for this half term we will be focussing on:

Including spaces between each word

Using capital letters and full stops correctly within sentences

Writing simple common exception words linked to phonics

Confidently spelling simple CVC words e.g. did, bed, his, him, put, red, sat, fun, hot, box, yes

Spelling words with some digraphs and trigraphs e.g. shop, pink, sing chat, thin, boat, cow, moon, book, rain, see, high, car, for

Writing a simple caption / sentence, using current phonics knowledge

Do you like to be  
beside the seaside?

## Understanding of the World (UW)

The children will be learning about the seaside. We will be looking at holidays from the past, what it's like at the seaside delving into the depths of the oceans, looking at protected animals i.e. sharks & whales.

### *Physical Development (PD)*

The children will be able to develop their fine motor skills through drawing, writing, painting, threading and 'dough disco'

Gross motor skills will be developed with a focus on being able to use climbing equipment safely, negotiate space well and work together as part of a group.

Making mermaid tails with play dough

Ice cream parlour play dough

Using tweezers to count the correct number of gems onto a shell

Using spray bottles to push boats down guttering

At the beach play dough with stick, shells etc.

Playing beach games

Practicing walking the plank like pirates

Writing in sand

Parachute games to show wave motion

Mixing sand with play dough

### *Expressive Arts & Design (EAD)*

Seaside and seaside souvenir shop role-play with sand, deck chairs etc./under the sea role-play.

A day at the beach small world tray

Pirate small world in the water tray

Making boats with corks

Using celery to paint scales on the rainbow fish

Paper plate seagulls

Making pirates parrots

Rock pool small world

Singing seaside/sea themed songs such as 'A sailor went to sea' and 'When I was one...'

Painting sea creatures

Handprint crabs and Jellyfish

Summer art such as painting sunflowers

Building a pirate ship

Making pirate treasure maps

Tissue paper seahorse collages

Decorating flags for sandcastles

A range of instruments to make a beach band

Seaside paintings

TravelerFolio.com

### *Personal, Social & Emotional Development (PSED)*

The children will continue to build good working relationships with their peers

They will be encouraged to try new activities and increase independence when choosing their own resources.

The children will be able to develop their teamwork skills

Rainbow fish story linked to sharing

Staying safe in the sun

Staying safe at the seaside including life guards

What would it be like to live in a lighthouse/on a boat?

Reading 'Sharing a Shell' also linked to sharing

Summer

Creatures under  
the Sea

Holidays

**Do you like to be  
beside the seaside?**

**Summer Term 2 (2024)**

Any particular experiences  
linked to the topic?

Food - picnic on the  
beach, seaside food...

Protected Animals  
in the sea