



Summer 2

Topic: Sand and Water

Prime Areas

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><u>Listening and Attention</u> Children listen attentively in a range of situations. They listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity (ELG)</p> <p><u>Speaking</u> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40-60m) Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events (ELG)</p> <p><u>Understanding</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events (ELG)</p>	<p><u>Moving and Handling</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways safely negotiating space. They handle equipment and tools effectively, including pencils for writing (ELG)</p> <p><u>Health and Self Care</u> Children know the importance of good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs, successfully, including dressing and going to the toilet independently.</p>	<p><u>Self Confidence and Self Awareness</u> Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activity. They say when they do or don't need help. (ELG)</p> <p><u>Managing Feelings and Behaviour</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (ELG)</p> <p><u>Making Relationships</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activities. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children (ELG)</p>
<p>Guided role play – Pirate ships, beach, ice lolly shop Retelling stories, using Pie Corbett story maps. Listening to stories Storyland activities Travelling Ted, All About Me bag – focus on asking questions in response to what has already been described. Story sacks, Discussions around what characters, events and dilemmas are in stories. Making up pirate rhymes together.</p>	<p>Fine motor skills activities during continuous provision. Hand writing activities (continuation of CTP programme where appropriate). Games: Real PE – Popping Pirates Making pirate ships using different construction materials – focus on safety and managing risks. Painting, playdough, plasticene, salt dough and tools Bikes and scooters, obstacle courses, PE trolley focus on safety Snack group discussions about importance of healthy eating, sleeping and hygiene. Parachute games</p>	<p>Plan Do Review – partner planning All About Me bag. Circle time – transition and PHSE – Getting Involved Showing Tapestry entries from home, discussing achievements, abilities. Working as partners or part of a group when making pirate ships</p>

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p>Reading Continues a rhyming string (40-60m) Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others and about what they have read (ELG)</p> <p>Writing Breaks the flow of speech into words. (40-60m) Writes own name and other things such as labels, captions. (40-60m) Attempts to write short sentences in meaningful contexts (40-60m) Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible (ELG)</p>	<p>Numbers . Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and object they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. (ELG)</p> <p>Shape, space and measure Children use everyday language to talk about size, weight, capacity, position, distance, time and money, to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. (ELG)</p>	<p>The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. ((ELG)</p> <p>People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.(ELG)</p> <p>Technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes (ELG)</p>	<p>Exploring and Using Media and Materials Selects appropriate resources and adapts work where necessary (40-60m) Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Being Imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance , role play and stories. (ELG)</p>
<p>Daily phonic lessons – phase 3-4 Letters and Sounds Books –Billy’s Bucket, pirate stories, stories by Sue Hendra, . Non-fiction books about growing, seashore, beaches, shells Guided and independent reading Library skills Writing descriptions, re-writing stories using story maps , Continuous provision – book corner,</p>	<p>*Daily mathematics lesson Continuous provision – Ice cream shop - using money number sequencing Numbered counting pots, estimating how many bears are in different containers , pirate problem solving using compare bears. 2D and 3D shapes, sorting hoops, feely bags. Shapes, compare bears and beads to make repeating patterns. Exploring capacity in sand and water trays, related to</p>	<p>Looking at changes in the environment – summer walk Planting seeds in out side area , tasting what we grow. Nature walks in outside area. Exploring and describing the environment (related to drawing maps and treasure hunts). All About me bag – encouraging children to celebrate the similarities and differences between families and</p>	<p>New media art – making ourselves into pirates. Music – Seaside and pirates Making music to go pirates, seas shanties Making up own music and patterns of movements Painting seaside scenes Developing music area. Music during plan do review to dance and explore movements. Exploring colours and colour mixing whilst painting.</p>

<p>independent reading with friends. Story sacks Writing areas – letters, speech bubbles, blank books, pretend registers , writing opportunities in role play area based on pirates./ seaside writing own story books, letters, postcards, picnic invitations, Posters for pirates, letters to parents (from pirate ship). Child initiated writing books. Own stories. Writing tool kits, developing outside writing opportunities (scaffolded) Writing tent, writing rucksacks</p>	<p>seaside. Daily problem solving maths opportunities based around registers and dinner registers. Developing outside maths area (scaffolded) Encouraging own recording relating to outside sports i.e. writing and comparing scores football/basketball etc. Use of positional language related to pirate story and when using beebots (find the treasure).</p>	<p>communities. Recording and retrieving information using talking tins. Using microphones to make up sound effects for stories, using tablets and cameras to record our own stories Using tablets in plan, do, review CBeebies and Poison Rouge websites, 2 simple software, 2create a story, Phonics Play phonics activities Exploring the technology used at home and at school. RE – Janmastami PSED – Being involved</p>	<p>Acting out stories together, developing appropriate narrative. Junk modelling – treasure boxes In review time discussing how we could change/improve/adapt what we have made and talk about the work of others (including artists).</p>
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	Main topic/book	Small group learning activities	Continuous provision
Week 1	Science and Technology week	See timetable for science and technology week Trip to Marwell - recount	Story sacks Role play masks Making music and dancing opportunities Letter writing – our families, making healthy plates from junk modelling. Tough top small world play Explore changes with beans and tomato plants Discuss seeds that we have been growing at home (including how our beans have changed) In covered area and on playground outside writing opportunities - chalks, large pieces of paper, writing tool kits (adult to support).
Week 2	Janmashtami	Writing about how Hindus remember Krishna Writing about why they want to remember Krishna	Small world rock pools in builders trays Exploring

	Concept remembering – see RE teaching pack	Making cards about people we want to remember Indian dancing.	Junk modelling Sound mats for helping to write stories Blank books for writing own stories. Janmashtami artefacts for children to explore CI writing books, following children's own ideas and interests. Colour mixing In covered area and on playground outside maths opportunities, including recording (adult to support). Indian music and dancing
Week 3	Billy's Bucket	Reading the story together - drama for writing Writing about what Billy should have instead of a bucket Making up own bucket and writing a description Looking at pictures of seaside and rock pools and painting own pictures Making a story map together.	Sand pit and water tray, seaside theme, exploring floating and sinking Musical instruments to make noises from the story Painting own pictures of the story, mixing own colours. Problem solving maths opportunities using bucket bears – estimating. In covered area and on playground outside writing opportunities - chinks, large pieces of paper, writing tool kits. (adult to support).
Week 4	Billy's Bucket	Retelling Billy's Bucket – using story maps as prompts. Writing what I can see in the bucket Changing the end of the story – who borrows Billy's Bucket? what for? what happens with the bucket?	Sand pit and water tray, seaside theme, exploring floating and sinking Large props to retell the story i.e. sheets of different colours, twigs etc. Colour mixing own pictures Books to write own bucket stories Own story maps In covered area and on playground outside maths opportunities, including recording (adult to support).
Week 5	Pirates	Reading a variety of pirate stories Making up our own pirates and writing descriptions of them Taking photos of our friends and altering these into pirates. Making pirate maps and pirate flags Making Pirate wanted posters on the computer 2simple program.	In covered area and on playground outside writing opportunities - chinks, large pieces of paper, writing tool kits. Wanted poster templates, pirate map templates Small world play using tough Pirate ships, seashores Role play areas and den making In covered area and on playground outside writing opportunities- chinks, large pieces of paper, writing tool kits (adult to support).

Week 6	Pirates	<p>Together writing a pirate story on 2create a story Children writing on pirate stories, including using 2simple in small groups Making pirate ships and writing letters in a bottle (back home to mum) Pirate problem solving maths.</p>	<p>Encouraging free use of outside area for maths and writing opportunities – make observations (previously modelled) Problem solving maths opportunities using pirate problems Making bears out of plasticene, playdough, salt dough. Music making – sea shanties, nonsense rhymes</p>
Week 7	Pirates	<p>Treasure hunts Pirate paintings END OF TERM ACTIVITIES</p>	