



Reception: Summer 2



On the Beach

Key Questions

COOL task/Engage-

Memorable experience-Whitburn Beach for Rock Pooling

Develop 1:

Who lives on the seashore?

Develop 2:

Who lives in the ocean?

Develop 3:

How can I explore the life of pirates?

Gold task

Book List

Lucy and Tom at the Seaside

Who's hiding at the Seaside?

Somebody Swallowed Stanley

Come away from the water, Shirley

Vocabulary

Beach, carnivore, crab, fin, fish, gills, habitat, herbivore, litter, low tide, ocean, omnivore, rock pool, sea, seashore, start fish, tail

Companion Projects

Move it! Covered within PE

Programmes of study

EAD

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

PSED

- *Respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.*
- *Work and play cooperatively and take turns with others.*
- *Begin to show empathy.*
- *To think of the perspective of others.*

Programmes of study

CL

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

PD

- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Demonstrate strength, balance and coordination when playing.
- Show accuracy and care when drawing.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Literacy

- *Re read books to build confidence in word reading, fluency and understanding.*
- *Have a deep understanding of Reception Ozzie Awesome Reads list books and be able to talk about them.*
- Write recognisable letters, most of which are correctly formed.
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary

UW

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
- Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Make observations and draw pictures of animals and plants
- Explore similarities and differences between the natural world around them and some contrasting environments