

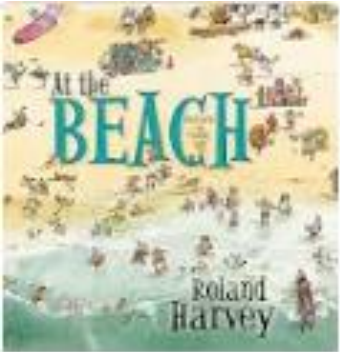
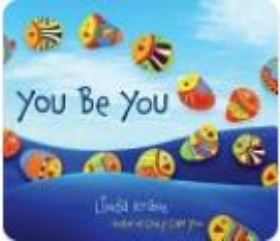
# Do you like to be beside the seaside?

Nursery & Reception

Summer 2

2023



<p><b>WOW</b></p>	<p><b>Children receive postcards from their favourite class toys telling them about their holiday. Can the children work out where they are? How do they know that they are at the seaside? What's in the picture and the text to tell them this?</b></p>
<p><b>Week 1</b>  <b>Why do we have holidays at the seaside?</b></p>   <p><b>Key vocabulary</b>  Cliff, beach, rock pool, relax, holiday, travel, transport, postcard. Bucket, spade, body board, surf board, tide, shallow, deep, seaside, lighthouse,</p>	<p><b>Why do we have holidays at the seaside?</b></p> <p><b>Communication and Language</b>  The children will have the opportunity to talk about any holidays that they might have planned or been on giving thought to the different activities that they can do on holiday and the number of different places to visit. Can the children mime different beach activities for the rest of the class to identify?</p> <p><b>Personal, Social &amp; Emotional Development</b>  The children will recall memories of travelling to holiday destinations. Who did they travel with? Where did they go? Introduce Muddles the monkey to children and explain that they have just come back from a holiday to the seaside. Show the children their suitcase and share Muddles' 'holiday' pictures with the children and encourage them to ask Muddles questions about their holiday.</p> <p>This term Reception Children will be focusing on the topic 'Changing Me' during PSHE sessions. The children will focus on understanding that everyone is unique and special by listening to the story 'You be you.' They will then think about their body, naming its parts through versions of songs Head shoulders, knees and toes.</p> <p><b>Physical Development</b>  The children will have opportunities to stretch and balance as they pretend to surf. The children can mime paddling, jumping waves, swimming in the sea and drying with towels as part of role play enabling them to recognise changes to their body when active.</p> <ul style="list-style-type: none"> <li>• Play a travelling game - Show the children four large pictures, showing a bus, train, boat and plane, on four separate sheets of card. Repeat the pictures on a set of four small playing cards. Position the four large pictures in the four corners of the room, making sure that there is enough space for the children to move freely and safely. Place the four small pictures in a pile, face down. Encourage the children to scurry around the room pretending to be busy passengers, avoiding each other as they move. After a short while,</li> </ul>

<p>harbour, beach hut, shingle, shoreline</p>	<p>make a loud travel announcement, for example, 'All aboard!'. The children should immediately choose one large picture to sit beside to represent their holiday transport. When all the children are seated, turn over the top playing card to reveal which form of transport has been delayed! All the children who are sitting by the delayed bus, train, boat or plane should sit out for the next round. Shuffle the small cards and play again.</p> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• The children will listen to the story 'At The Beach' and look at how postcards are a form of writing and look at these features. The children will write a postcard using describing words.</li> <li>• The children will continue to learn about contrasting locations by thinking about the beach/seaside and create a list of equipment that they can take to the beach and why they need it. The children could also list things that they would not need to take with them to the beach and give reasons why.</li> <li>• The children will draw a picture of themselves going on holiday, scribe a caption, for example, 'I am going on holiday to Spain'</li> </ul> <p>In Phonics Reception children will be learning the sounds <b>wh/ph</b> and common exception words some, one, said.</p> <p>In phonics nursery children will be learning the sound f. They will practise saying the sound and hearing the sound in words, such as frog. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.</p> <p><b>Maths</b></p> <p>In Reception we will be focussing on the Early Learning Goal: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other. This week's focus is on assessing and deepening the children's understanding of how to compare quantities.</p> <p>We will revisiting</p>
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- how we compare groups of the same object with a big difference in number, and then a small difference
- compare by looking, then by matching 1-to-1
- understand when groups have an equal amount
- compare groups of objects that are of different sizes, colours or attributes
- begin to generalise about '1 more/1 less' within 10
- develop a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2.

This week's activities are designed to allow the children to practise these key skills and to deepen their sense of number.

We will encourage the use of 'fewer' when talking about countable things (e.g. I have fewer cubes than you) and 'less than' when talking about a number's position in the counting sequence (e.g. 4 is less than 6 on our number track).

There are also opportunities to use rekenreks to compare quantities embedded in the session materials. These will give the children further chances to notice differences between quantities and to explore the relationships between them.



Play based maths opportunities -Estimate amounts of shells in a bucket, sort shells, sea creature toys by size and mass.

### **Nursery mathematics for the half-term:**

Nursery will consolidate their learning on 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

They will explore what shapes you may see at the seaside. They will explore making comparisons between objects relating to size, length, weight and capacity. During continuous provision the children will be exploring measuring water in different containers, and using vocabulary such as 'full, empty, half-full, over flowing, deep, shallow, heavy, light etc. children in nursery will also be consolidating previous learning and developing their counting skill through songs.

- Children will have opportunities to compare the differences between wet and dry sand to find which sort is best for making sandcastles and why this is.

### **Expressive Arts & Design**

	<ul style="list-style-type: none"> <li>• The children will make close observational drawings of shells talking about the colours, shapes and patterns.</li> <li>• They can draw seaside scenes for their postcards.</li> </ul> <p>The children will have opportunities to draw, paint and collage pictures based on their memories and experiences of their holidays or days out.</p> <p><b>Understanding of the world</b></p> <p>The children will explore the features of the beach/ seaside and learn the vocabulary of physical &amp; human geographical features.</p> <ul style="list-style-type: none"> <li>• The children will investigate how we can use our senses to describe the sea and what might we discover on the beach. They will experiment with how water evaporates, how salt content affects the water and which objects float and sink.</li> <li>• Using travel books and the internet the children will find out about real buildings and places of interest viewed by tourists. We will provide the children with a selection of construction and small-world toys to represent imaginary scenes for sightseers. The children then can use the i-pad to take photographs of their models and scenes.</li> </ul> <p><b>Religious Education</b> -What makes places special?</p> <p>This week Reception children will be thinking about 'What does a home need? What makes homes special?' whilst thinking of their own homes and looking at homes from around the world.</p>
<p><b>Week 2</b></p> <p><b>What is different and what is the same about seaside holidays now and then?</b></p> <p><b>Key Vocabulary</b></p> <p>Hokey pokey Sticks of rock, Promenade, Pier Bathing machine, Bathing suit souvenir</p>	<p><b>What were seaside holidays like when our parents/ grandparents were young?</b></p> <p><b>Communication and language</b></p> <p>The children will ask their parents and grandparents about their childhood holidays and then share this with their classmates. Discuss with the children some of the questions they could ask.</p> <p><b>Personal, Social &amp; Emotional Development -</b></p> <ul style="list-style-type: none"> <li>• The children will explore how rules are important when playing 'beach games'.</li> <li>• The children will compare ideas and actions in the past and present and discuss social and emotional themes brought up in the Magic Grandad videos</li> <li>• Reception children will revisit learning on 'respecting my body' by thinking again about things they can do and foods they can eat to be healthy.</li> </ul> <p><b>Physical Development:</b></p>

<p>Time words- yesterday, long ago, century, past, present</p>	<p>The children can explore activities from the past and Victorian era such as playing with hoops &amp; sticks, digging and making sandcastles, balancing on 'surf and body boards'.</p> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• The children will create a page in a class 'history' book to explore what they have learnt about holidays in the past.</li> <li>• The children can make posters, tickets and signs to tell others of beach entertainment.</li> </ul> <p>In Phonics Reception children will be learning the sounds <b>ay/a-e</b> and common exception words; come, do, so.</p> <p>In phonics nursery children will be learning the sounds l and j. They will practise saying the sound and hearing the sound in words, such as ladder and jug. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.</p> <p><b>Mathematics</b></p> <p>Reception children- This week's focus is on assessing and deepening the children's understanding of our counting system. The activities will check their comprehension of these key skills:</p> <ul style="list-style-type: none"> <li>•tagging each object in a group of up to 10 objects (1-to-1 correspondence)</li> <li>•knowing number names to 10 and their order (stable order principle)</li> <li>•knowing that the last number counted gives the total in the set (cardinal principle)</li> <li>•counting up to 10 things that can't be seen or tagged, such as jumps, hops, sounds, etc. (abstraction principle)</li> <li>•understanding that the quantity remains the same when (up to 10) objects are counted in a different order (order irrelevance principle)</li> <li>•developing strategies to keep track of what has and has not been counted (e.g. rearranging objects into a line, moving objects as they're counted)</li> <li>•recognising the pattern of the counting system, when beginning to count beyond 20.</li> </ul> <p>Counting beyond 20 is an important focus this week. Unlike other languages (e.g. Welsh, Mandarin), English 'teen' number names do not follow a logical pattern; we say 'eleven,</p>
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twelve, thirteen' instead of 'ten-one, ten-two, ten-three'. It is only when we count beyond 20 that the pattern of our number system begins to become clear. For the children to develop familiarity with the structure and pattern of this system, we need to give them experiences of counting to these larger numbers. The children do not need to remember the names of every 'tens' number (thirty, forty, fifty, etc.) but, when prompted, they should be able to rejoin the count because they have understood the pattern of the 'ones'.

#### **Understanding of the world**

The children will investigate the similarities and differences of seaside holidays in the past and present using books, 'Magic Grandad' videos and archive photographs.

- They will investigate holiday artefacts to ask questions and find out about the past.
- The children will be encouraged to interview family members to collect their memories of holidays and share information with their peers. The children will record this by drawing and writing about these experiences.

#### **Expressive Arts & Design**

- The children can design and make a souvenir for a holiday.
- They will have opportunities to draw pictures of past seaside holidays.
- The children can make piers, old fashioned cars and bathing machines using construction materials.
- The children will have opportunities to role play experiences from the past which they have seen in the programmes by dressing up and creating objects.
- The children can make their own puppet show as beach entertainment, make posters and sell tickets for their friends
- The children will learn songs such as I do like to be beside the seaside.

#### **Religious Education-: Special places: Homes around the world**

Reception children will continue the theme on homes being special. How are the rooms the same or different? The children will be shown pictures of the different styles of rooms from around the world. These could include homes and places of worship. The children will think of why each one might be special and to whom?

### Week 3

#### What can we find on the beach? What lives in the sea?



#### Key Vocabulary

Sea creature names

Adjectives

Conjunctions  
and, because, so, but

Bubble investigation-  
Round/ fragile/ floating/ oily/  
rainbow/ swirling/ burst

#### What can we find on the beach? What lives in the sea?

##### Communication & Language

The children will have opportunities to talk about and describe their favourite sea creature. They will learn new adjectives and vocabulary to describe features of the beach and creatures. They will ask and answer questions using full sentences and conjunctions (and, because, so, but) to describe the beach and sea creatures.

##### Personal, Social & Emotional Development

During Jigsaw lessons, Reception children will focus on growing up, understanding that we all grow from babies to adults and the things they can now do that they couldn't do before. They will also think about the differences and similarities of various sea creatures and be inspired by the natural world and the uniqueness of each creature.

##### Physical Development

- The children will think of ways to move as creatures in the sea/beach – scuttling sideways as a crab, flying like a gull, sliding on their tummies as a seal.
- The children will use single handed tools (scissors/ hole punchers) to create sea side animals in art/ craft activities.

##### Literacy

- The children will listen to stories, rhymes and non-fiction texts to learn about creatures and features of the beach.
- The children will be encouraged to collect adjectives/ adverbs from the rhymes in the book Commotion in the Ocean to create a word bank to use in their own writing.
- Following listening to story Billy's Bucket, the children will describe and write about the creatures that will be in their bucket.
- The children will have opportunities to create a page for a class non-fiction book based on the structure of Commotion in the Ocean to share facts about their chosen sea creature.

In Phonics Reception children will be learning the sounds **a as in acorn/ e-e as in scene** and common exception words- were, when.

In phonics nursery children will be learning the sounds v and w. They will practise saying the sound and hearing the sound in words, van and web. They will also be developing their phonological

and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.

### **Mathematics**

Reception children will be consolidating the aspect of Explore 'patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally' part of the Early Learning Goal. This week's focus is on assessing and deepening the children's understanding of mathematical relationships within numbers to 10 by;

- assembling a whole object from different parts
- making a whole number from 2 parts
- splitting some numbers into 2 groups that each have an equal amount
- recognising that 2 equal groups can make a double, e.g. double 3 is 6 altogether
- understanding that double patterns are even; they have 'flat tops'
- understanding that odd numbers cannot be split into 2 equal groups; they're not doubles, they have an 'odd block'/'odd one out'.

- Use non-fiction books or the internet to find out about the size of whales, sharks and a variety of fish. On the playground use chalk to do a large picture of a shark or whale and compare its length with that of a child.

### **Understanding of the world**

- the children will sort a collection of different types and sizes of shells and use non-fiction books to identify the sea creatures that used to live in them. The children will watch a clip of the Blue Planet to see how Hermit crabs arrange themselves in size order when changing their shells (link with size in maths) •
- The children will listen to the story Barry the Fish with Fingers where the character Puffy the pufferfish blows bubbles. Look at some pictures/videos of bubbles under the sea made by fish. Try blowing bubbles in the water in a beaker. Take the children and the bubble mixture outside. Show them the bubbly water. Can the children scoop the bubbles out with their hands? Can they make shapes with it? Invite the children to blow bubbles with the mixture. Can they see different colours in the bubbles? Can they make bubbles of different sizes?

	<p>Allow the children to explore the bubbles and the water mixture. What happens to the bubbles in the end? What do you have to do to make a really big bubble? Key vocab Round/ fragile/ floating/ oily/ rainbow/ swirling/ burst</p> <ul style="list-style-type: none"> <li>• The children will learn about how sand is formed by the sea wearing away rocks and use plastic magnifiers to examine grains of sand. They will learn how there are two tides in the day.</li> <li>• the children will describe and share their observations of creatures they have seen in real life, in films and in books, on televisions or at aquariums. Encourage the children to talk about their likes and dislikes. They will then choose their favourite, explain to others their choice and then make a class tally chart based on their preferences.</li> </ul> <p><b>Expressive Arts &amp; Design</b></p> <ul style="list-style-type: none"> <li>• The children will have many opportunities to engage in craft activities to create sea creatures using a range of skills, techniques and materials.</li> <li>• Enjoy examining a range of shells and pebbles. Describe the textures and colours that can be seen/ felt. Ask the children to choose their favourite pebbles and shells encouraging them to discuss their likes and dislikes.</li> </ul> <p><b>Religious Education-</b> 'Where is a special place for you and why is it special? Reception children will work in small groups and be given a photograph of an iconic place. In their groups, children are to look at the picture and talk about what might make this place special: who would visit it and why? They will then choose which place they would like to visit and why.</p>
<p><b>Week 4</b></p> <p><b>How can we travel across the sea?</b></p>	<p><b>How can we travel across the sea?</b></p> <p><b>Communication and language:</b></p> <ul style="list-style-type: none"> <li>• The children will listen to others and respond to what others say during discussions about the pirate characters seen in books and pictures.</li> <li>• The children will learn pirate sayings.</li> <li>• The children will learn about different boats and ships. Which sort of boat would they like to travel in for the day? We will support the children in children going on an imaginary boat</li> </ul>



### Key vocabulary

Different boat names

RIB -Rigid inflatable boat, life boat, cruise ship, rowing boat, fishing boat/trawler, speed boat, jet ski,

Pirate ship parts

stern, bow, deck, quarter deck, Captains quarters, sloop, mast, crows-nest,

Pirate sayings-

Ahoy me hearties, Avast, savvy, landlubber, shiver me timbers, yo- ho- ho, ahoy, walk the plank, aye aye

trip to a desert island. What should we take? What clothes will you take? Will you need food and water? What can you see? What shall we do?

### Personal, Social & Emotional Development-

- Reception children will look at how they can express how they feel about moving to Year 1 and share their thoughts with others.
- The children will think if pirates were nice people?
- They will learn that Pirates had their own rules called the Pirate Code and discuss if this was good thing for pirates to have?

### Physical Development:

- The children will create Pirate assault courses and trails. balancing on simple apparatus-walk the plank.
- They will perform dance/ movement to Pirate themed music and Pirate yoga stories.
- They will practice spatial awareness by playing games 'Captain's says & shark attack 'and move in different ways following & listening to instructions.
- The children will have the opportunity to help you make a boat for everyone to go on a trip to sea. Discuss how big it needs to be, how can they make the sea, how will the boat move along the water? Support the children's negotiations and ideas as they work as part of a group. Encourage them to help each other carry the crates/lay out the fabric. When it is ready, invite all the children to get into the boat. Discuss how well they worked together, and how much harder it would have been to have to build a big boat by yourself!

### Literacy

- The children will think about words that describe pirates and write Wanted posters, labels for treasure map and parts of the pirate ship.
- They will describe places they have visited on the ship and create story maps of a journey.

- Through role play opportunities they can write a captain's log or a message in a bottle to be rescued from a desert island!

In Phonics Reception children will be learning the sounds **ie as in shield/ ea as in peach** and common exception words have, there.

In phonics nursery children will be learning the sound x. They will practise saying the sound and hearing the sound in words. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.

### **Mathematics**

Reception children will be consolidating the Early Learning Goal: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including doubles facts)

This week's focus is on assessing and deepening the children's developing automaticity with some number facts. Throughout the Mastering Number Programme, the children have been focusing on number relationships and on the composition of number in a variety of contexts. They have had repeated practice of exploring the 'numbers within' the numbers to 10. They will recap;

- knowing that whole amounts can be split into parts
- knowing that parts can be combined to make whole amounts, and that the whole is larger than each of its parts
- knowing the 'numbers within' 3 (i.e. that 3 is composed of 2 and 1)
- knowing the different 'numbers within' 4 and 5, and naming the parts that make the whole number (e.g. that 5 is composed of 4 and 1, and 3 and 2)
- when shown a quantity to 5, saying how many are subsequently hidden under a cloth or bowl
- knowing the different 'numbers within' 10, and naming the parts that make the whole number, e.g. that 10 is composed of 5 and 5, or 6 and 4
- knowing doubles facts up to '5 and 5 make 10'.

In addition, there will be opportunities through play based learning to practice and learn;


- To understand use the correct positional language to follow treasure trails.
- Share pirate treasure equally between groups
- Count real coins to find totals of different amounts
- make repeated pattern necklaces

**Understanding the world:**

- The children will look at pictures of boats and ships and discuss their uses. Which sort of boat would they like to travel in for the day?
- The children will learn about real pirates from the past such as BlackBeard/ Edward Teach, Calico Jack, Henry Morgan, Barbarossa brothers (Red beard) Anne Bovey, Was Sir Francis Drake a pirate? Learn about explorers Captain Hook, Christopher Columbus and how they found countries we in the UK did not know about.
- They will then compare real pirates to fictional ones- Jack Sparrow, Captain Hook, Jake the pirate Cbeebies.
- They will learn what life was like on ship such as Food and drink supplies- ale, rum, fresh drinking water was hard to find. Animals kept on board for milk, eggs, meat
- Look at parts of the ships and learn what they were used for- stern, bow, deck, quarter deck, Captains quarters, sloop, mast, crows-nest.
- Where did pirates go? Look at oceans and seas. What types of things did they steal- where did these things come from? Was it just gold? Look at cotton, silk, sugar, tea, spices even medicine! etc.
- What jobs did pirates have on the boats?
- The children will create simple maps with simple coordinates.
- The children will have opportunity to try some experiments such as seeing the best way to clean copper coins- salt, vinegar, water or lemon juice, explore magnets to collect treasure buried in the sand and investigate materials that can float/ sink.
- The children will have opportunities to design pirate ships and test if they can float.

**Expressive arts and design:**

- The children will use their imaginations for imaginary boat trips to a desert island. What should we take? What clothes will you take? Will you need food and water? What can you

	<p>see? What shall we do? What happens on their journey? Do they meet a pirate ship/fall into the water/make friends with a dolphin?</p> <ul style="list-style-type: none"> <li>• Children will learn to sing sea shanties &amp; pirate songs "Drunken sailor, That's the life for me.</li> <li>• Listen to music from Pirates of the Caribbean – what does it make you think of?</li> <li>• Design a pirate flag- look at flags from past, real pirates and how they would show which pirate captain was coming!</li> <li>• Paint seascapes of their pirate journeys- stormy seas, tropical islands, sea monsters!</li> <li>• What did pirates wear? Design a pirate outfit for a Captain or crew member.</li> <li>• Create a Lift the flap treasure box (video <a href="https://youtu.be/KvMU1m_qKN0">https://youtu.be/KvMU1m_qKN0</a>)</li> </ul> <p><b>Religious Education</b> -Have you ever been to a church? What was it for?</p> <p>Reception children will be learning about Churches by looking at its features. They will learn that it is a special place for Christians to feel close to Jesus and God. They worship and pray in churches. The children will learn about areas inside the church; can they identify what it is and what it is used for? Why is it special? They will learn what the different parts of the church are used for especially thinking about christenings and weddings. Can the children share their experiences?</p>
<p><b>Week 5</b>  <b>Sport's &amp; Well-being week</b>  <b>How can we stay safe at the seaside?</b></p>  <p><b>Key Vocabulary</b>  Grace Darling &amp; RNLI</p>	<p><b>How can we keep ourselves safe at the beach?</b></p> <p><b>Communication and language:</b></p> <p>The children will the children will have many opportunities to express their thoughts, feeling and opinions on a range of subjects and understand how to respond appropriately.</p> <p><b>Physical Development:</b></p> <p>This week the children will participate in a variety of physical activities and Sport's day. They will have opportunity to listen to and respond to different types of under the sea music (calm sea &amp; storms) using dance and different movements to express their ideas.</p> <p><b>Personal, Social &amp; Emotional Development</b></p> <p>This week is well-being week and the children will have opportunities to see how they can take care of themselves during the summer months and whilst at the beach by;</p> <ul style="list-style-type: none"> <li>• Talk about important role of lifeguards and people who man lifeboats.</li> <li>• Learn a song about protecting ourselves from the sun.</li> </ul>

<p>safety Lighthouses Electrical circuit Slip slop slap</p>	<ul style="list-style-type: none"> <li>• Explain that different activities require different types of safety equipment. Talk about what is needed for using a small boat how cycle helmets work and why they should be worn on day trips cycling.</li> </ul> <p>In addition, the children will be talking through any worries about transition into their new classes and sharing the things they are looking forward to. The children will listen to the story The Wish Fish and think of their own wishes and listen to and appreciate one another's wishes.</p> <p><b>Literacy</b> The children will listen to the story the Lighthouse Keepers lunch and discuss the setting and characters. This will lead into people who help us at the seaside.</p> <ul style="list-style-type: none"> <li>• Watch the story/video of Grace Darling and the sea rescue. -Write a news report about the sea rescue</li> <li>• Explore and read nonfiction texts – About being safe at sea, Grace Darling, RNLI (leaflets)</li> <li>• Make posters to stay safe near water and sun safety.</li> </ul> <p>This week Reception children will consolidate the sounds <b>wh/ph/ay &amp; a-e</b> and common exception words out &amp; like.</p> <p>In phonics nursery children will be learning the sound y and z. They will practise saying the sounds and hearing the sound in words, such as zebra and yellow. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.</p> <p><b>Mathematics:</b> This week Reception children will be consolidating the following aspect of the Early Learning Goal: Have a deep understanding of number to 10, including the composition of each number The Mastering Number Programme has provided lots of opportunities for the children to develop a deep understanding of numbers to 10. Starting with subitising, the children have built on their skills of recognising small quantities to 5 and moved on to seeing the 'numbers within' numbers. For example, the children have had extensive and varied opportunities to explore the numbers</p>
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within 3. They have used their fingers, counters and other objects and representations, and they have found that inside 3 there is a 2 and a 1, so 3 is composed of 2 and 1. This practical understanding of the composition of 3 will eventually enable automatic recall of the number bond '2 and 1 is 3'. Through practical exploration, collaborative discussion and problem solving, this process has been repeated for all of the numbers within 10.

Alongside an exploration of the composition of numbers, the children have also compared quantities in various different contexts, and they have begun to develop an understanding of the magnitude of numbers to 10. They have played different games to support a growing understanding of the relationships between numbers, recognising quantities that are fewer than, more than or equal to other numbers within 10. Counting to 10 has been a valuable activity in recognising where numbers sit in relation to each other, and building staircase patterns has enabled the children to begin to formulate generalisations about '1 more than/1 less than' relationships.

This week's activities will help to check the children's understanding of number by

- comparing by looking (subitising), then by matching 1-to-1
- comparing groups of objects that are different sizes/colours/attributes, using the language of comparison
- showing (through practical activities) an understanding that numbers can be split into smaller parts
- showing (through practical activities) how to recombine parts to make a whole amount
- showing that some numbers to 10 can be split into 2 equal parts
- knowing that 5 is a key anchor in our number system, from which other numbers may be derived
- beginning to generalise about '1 more than/1 less than' within 10
- developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but 4 is only a little bit more than 2.

**Understanding the world:**

Through play based activities the children will learn:

- that lighthouses help sailors to navigate and also, how they can give warnings of dangers such as rocks, cliffs, riptides. Talk about how different lighthouses have different signals.
- Learn what coastguard flags mean on the beach- make your own warning flag.

- Role play sun safety in the home corner with the 'babies'. Talk about the importance of safety in the sun with the saying: 'Slip, Slop, Slap', 'Slip' on a – shirt, 'Slop' on some sun cream and 'Slap' on a hat.
- Revisit how to make a light work by using simple circuits for a lighthouse to be seen at night
- The children will learn about the Victorian heroine Grace Darling who was a lighthouse keeper's daughter and rescued people from a shipwreck and how this was the beginning of the RNLI. The children will think of ways to raise money for the charity,
- -floating, sinking, wind power- look at why airbeds/ inflatables are dangerous at sea

#### **Expressive arts and design:**

The children will have opportunities to

- Use cardboard tubes and junk modelling materials to make models of lighthouses.
  - Design and make own beach shoes/ sun hats. Investigate different hats and evaluate which hats are best for wearing in the sun, and why some of the other hats would not be good to wear in hot weather.
  - Investigate which colours are most visible against a blue background. Discuss what colour of swimming costume/shorts or hat would show up best in the sea.
  - share their understanding of safety issues through role play by adding a seaside stall in class selling sun glasses, sun hats, T-shirts with sleeves and sunscreen. Encourage the children will be encouraged to act out being both the stall holders giving advice on sun and sea safety as well as the customer.

#### **Religious Education- Mosques**

Show children the picture of a mosque. Does anyone know what this building is? What do you notice?

Explain to the children that this is a special place called mosque and is used by Muslims to worship and pray to Allah. They will learn about the inside of the mosque and all the different special features and rules such as Muslims take their shoes off when entering a mosque and wash themselves before they pray?

## Week 6

### How can we look after the sea?



#### Key vocabulary

Pollution

Recycle

Reclaimed

Environment

Eco system

### How can we look after the sea?

#### Communication and language:

The children will be able to share their thoughts and opinions on the state of the oceans and respond to their ideas appropriately. The children will speak in full sentences and use conjunctions 'so, because' to extend their reasons.

#### Physical Development:

The children will use simple tools and techniques to create a model of a sea creature using recycled materials.

#### Personal, Social & Emotional Development

Reception children will be learning to share their memories of the best bits of this year in school. They will watch A Whale's Tale and discuss the issues of pollution and what we can do to look after the animals and eco systems in the oceans and on the beaches.

<https://youtu.be/xFPoIU5iiYQ>

#### Literacy

The children will listen to the stories and share their thoughts on the characters in the story and the issues it raises.

make posters to tell people to not pollute the oceans or letters to send to MPs.

This week Reception children will consolidate the sounds **a for acorn, e-e, ie as in shield & ea as in peach**. The common exception words are little & what. In phonics nursery children will be learning consolidating all of the taught sounds by playing different initial sound games. They will practise saying the sound and hearing the sound in words, such as frog. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.

#### Mathematics:

This week, Reception children will be consolidating the Early Learning Goal: Subitise (recognise quantities without counting) up to 5

The Mastering Number Programme has developed the children's skills in subitising by giving them regular practice of recognising small numbers without counting. Subitising is important because it encourages the children to recognise small amounts efficiently (perceptual subitising) and to quickly see the 'numbers within' other numbers (conceptual subitising). Both skills will support the children in developing their understanding of the composition of numbers and will support greater fluency with calculation.

While this week's materials continue to provide further subitising practice within familiar contexts, a new focus this week will be on subitising beads on a rekenrek. This key piece of equipment will allow the children to continue to develop their subitising skills as they explore the structure of small numbers, while building a foundation for further work in Year 1.

This week's activities have a continued focus on using spatial language and visualisation. Encouraging the children to visualise and describe arrangements of objects will further deepen their number sense.

When facilitating the suggested activities, you should use your professional judgement to determine whether the children can demonstrate these key skills:

- perceptual subitising (recognising small amounts without counting) of up to 4 clearly defined objects in different contexts
- perceptual subitising to 5 – saying an amount to 5 shown in a familiar, structured arrangement, e.g. finger patterns, die patterns, number plates or dots on a 10-frame
- auditory subitising – correctly saying when they have heard 2, 3 or 4 drum beats
- conceptual subitising to 5 – quickly saying the groups that they have seen in standard and non-standard arrangements, and naming the whole amount, e.g. I know it's 5 because I can see 4 and 1 more.

**Understanding the world:**

- The children will learn to recognise the similarities and differences between materials and how these are chosen for specific uses on the basis of their simple properties. The children will look at natural and manmade materials to sort which should be found on the beach and those that should not.

	<ul style="list-style-type: none"> <li>• Investigate magnetic materials by fishing out all of the magnetic materials from the sand pit. Ask them to record the materials that they have fished out and the materials still inside the bucket.</li> <li>• The children will learn about plastic pollution and sort plastic from other materials.</li> <li>• The children will learn how our actions can affect the environment and ways to improve things. The children will watch a Whale's Tale as a starting point.</li> </ul> <p><b>Expressive arts and design:</b> The children will learn about the artist Michelle Reader who makes sculptures from reclaimed materials. The children will create their own sea creature using recycled and reclaimed materials in her style.</p> <p><b>Religious Education- Synagogues</b> Reception children will learn about the inside and outside features of synagogues and look at what people are wearing? The children will learn what each feature is and what it means/does and that synagogues are special places for Jews, where they worship and pray to God. The children will learn that Jewish people wear special clothes in the synagogue.</p>
<p><b>week 7</b> <b>Reflection week Beach party</b></p>	<p><b>Beach Party</b> This is the children's last week in their current class so we will be looking back at our learning with our final Early Years Quiz of the year! We will look at how to organise a party/ celebration as our final Whittington passport activity in Reception.</p> <p>Introduce and plan for a beach party.</p> <ul style="list-style-type: none"> <li>• Make tickets/ invitations for the beach party</li> <li>• Making grass hula skirts</li> <li>• Follow recipes for making sandwiches and fruity drinks.</li> <li>• Design and make invitations/ tickets to the beach party.</li> <li>• Enjoy making sand sculptures.</li> <li>• Circuit of beach activities e.g. Frisbee, mini golf, volleyball.</li> <li>• Make iced fruit lollies.</li> <li>• Design and make own calypso shakers and castanets to use at the beach part</li> <li>• Create a beach in the garden</li> </ul>

