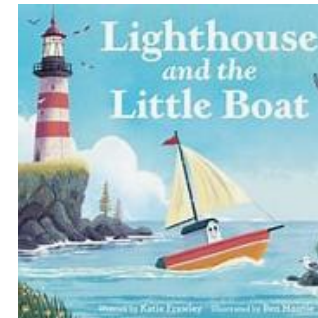
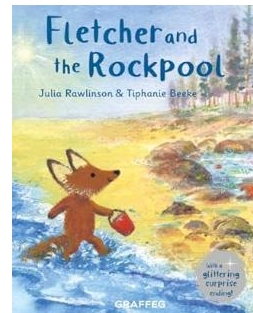
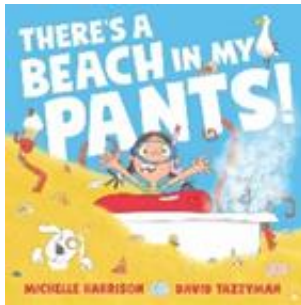



# Do you like to be beside the seaside?

Reception

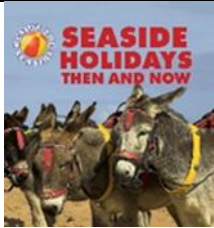
Summer 2

2025



<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> 2<sup>nd</sup> June</p> <p><b>Do you like to be beside 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, harbour, beach hut, shingle, shoreline, sea, beach, waves, seagulls, sun cream, sandcastle, moat, bucket, spade, ice-cream, fish and chips, t-shirt, shorts, sandals, shore, coast, shells, island, funfair, pier, donkeys, past/ present, different, change, a long time ago, punch and Judy</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 develop their gross and fine motor skills through many seaside themed activities.</p> <p><b>Literacy</b> 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. The children will draw a picture of themselves going on holiday, scribe a caption, for example, 'I am going on holiday to Spain'.</p> <p>In Phonics Reception children will be learning the sounds ear for ear and air for chair.</p> <p><b>Maths</b> 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</p>

	<p>other. This week's focus is on assessing and deepening the children's understanding of how to compare quantities. During continuous provision the children will be exploring measuring water/sand in different containers, and using vocabulary such as 'full, empty, half-full, over flowing, deep, shallow, heavy, light etc.</p> <p><b>Expressive Arts &amp; Design</b></p> <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 thinking of the natural, physical features of the coast.</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 some 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> <b>9<sup>th</sup> June</b> <b>How have seaside holidays changed?</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> </ul>



## Key Vocabulary

Hokey pokey

Sticks of rock, Promenade, Pier  
Bathing machine, Bathing suit  
souvenir

Time words- yesterday, long ago,  
century, past, present

- 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.
- 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.

### Physical Development:

The children can explore activities from the past and Victorian era such as playing with hoops & sticks, digging and making sandcastles.

### Literacy

- The children can make posters, tickets and signs to tell others of beach entertainment.
- In Phonics Reception children will be learning the sounds ure for manure and er for hammer.

### Mathematics

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: 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, 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

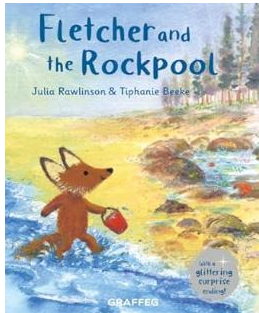
- The children can design and make a souvenir for a holiday.

- 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**  
**16<sup>th</sup> June**  
**What can we find on the beach?**



**Key Vocabulary**

**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**

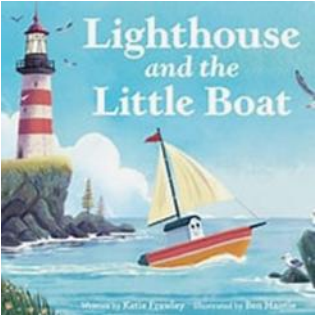
During Jigsaw lessons, Reception children will focus on growing up, understanding that we all grow from babies to adults and the things they can now do that they couldn't do before. They will also think about the differences and similarities of various sea creatures and be inspired by the natural world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

**Literacy**

<p>Sea creature names Rockpool, tide,waves,shallow,deep</p> <p>Adjectives</p> <p>Conjunctions and, because, so, but</p> <p>Bubble investigation- Round/ fragile/ floating/ oily/ rainbow/ swirling/ burst</p>	<ul style="list-style-type: none"> <li>• The children will listen to stories, rhymes and non-fiction texts to learn about creatures and features of the beach.</li> <li>• Following listening to story Fletcher and the Rockpool, the children will describe and write about the creatures that will be in their rockpool.</li> </ul> <p>In Phonics Reception children will be learning the sounds wh for whale and ph for dolphin.</p> <p><b>Mathematics</b> 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 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.</p> <p><b>Understanding of the world</b></p> <ul style="list-style-type: none"> <li>• 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) •</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?’</p>
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	<p>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 23<sup>rd</sup> June</b>  <b>How can we keep ourselves safe at the beach?</b></p>  <p><b>Key vocabulary</b>  Different boat names  RIB -Rigid inflatable boat, life boat, cruise ship, rowing boat, fishing boat/trawler, speed boat, jet ski,</p> <p><b>Key Vocabulary</b>  Grace Darling &amp; RNLI safety  Lighthouses  Electrical circuit  Slip slop slap</p>	<p><b>Communication and language:</b>  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>Personal, Social &amp; Emotional Development-</b>  This week The children will learn how they can take care of themselves during the summer months and whilst at the beach by;  •Talk about important role of lifeguards and people who man lifeboats, the RNLI and basic water and sun safety</p> <p><b>Physical Development:</b>  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>Literacy</b>  The children will listen to the story the Lighthouse and the little boat 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>In phonics the children will learn the sounds a-e for cake and a for acorn and common exception words- were, when.</p> <p><b>Mathematics</b>  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)  In addition, there will be opportunities through play based learning to practice and learn;</p> <p><b>Understanding the world:</b></p>

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 recued 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** -Have you ever been to a church? What was it for?

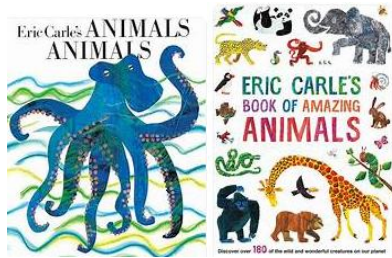
Reception children will be learning about Churches by looking at its features.

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?

Week 5  
30<sup>th</sup> June

## Sport's & Well-being week



### **Communication and language:**

The children will be able to communicate their feelings and ways to be more mindful through a variety of mindfulness activities

### **Physical Development:**

This week the children will participate in a variety of physical activities and participate in Sport's day.

### **Personal, Social & Emotional Development**

This week is well-being week and the children will have opportunities to see how they can take care of themselves both physically and mentally.

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.

### **Literacy**

In Phonics Reception children will be learning the sound e-e as in scene and ie as in shield and common exception words have, there.

### **Mathematics:**

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 and we will now look at magnitude- how some numbers are larger than others.



### **Understanding the world:**

The children will have opportunities to explore the outdoor areas and investigate the natural world.

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

The children will look at the artwork of the illustrator Eric Carle. They will create their own papers for collage work using a mixture of paint and drawing media and explore pattern and texture. They will use these papers to cut, rip and position to create a collage of a seaside/ beach scene.

### **Religious Education-** Mosques

	<p>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?</p>
<p><b>Week 6</b> 7<sup>th</sup> July</p> <p><b>How can we look after the beach?</b></p>   <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Pollution</li> <li>Recycle</li> <li>Reclaimed</li> <li>Environment</li> <li>Eco system</li> </ul>	<p><b>Communication and language:</b> 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.</p> <p><b>Physical Development:</b> The children will use simple tools and techniques to create a model of a sea creature using recycled materials.</p> <p><b>Personal, Social &amp; Emotional Development</b> 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. <a href="https://youtu.be/xFPolU5iiYQ">https://youtu.be/xFPolU5iiYQ</a></p> <p><b>Literacy</b> The children will listen to the stories and share their thoughts on the characters in the story and the issues it raises. They will make posters to tell people to not pollute the beaches. This week Reception children will learn ea as in peach and consolidate the sounds taught this term.</p> <p><b>Mathematics:</b> This week, Reception children will be consolidating the Early Learning Goal: Subitise (recognise quantities without counting) up to 5</p> <p><b>Understanding the world:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

	<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> Following on from the work of Eric Carle the children will have a opportunity to work like an artist to create their own art work inspired by the beach from a range of materials and media.</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> 14<sup>th</sup> July <b>Reflection week Beach party</b></p>	<p><b>Seaside Party</b> This is the children's last week in their current class so we will be looking back at our learning with our Early Years Quiz of the year! We will look at how to organise a party/ celebration as our final Whittington passport activity in Reception. The children will spend some time with their new teachers and classmates.</p>