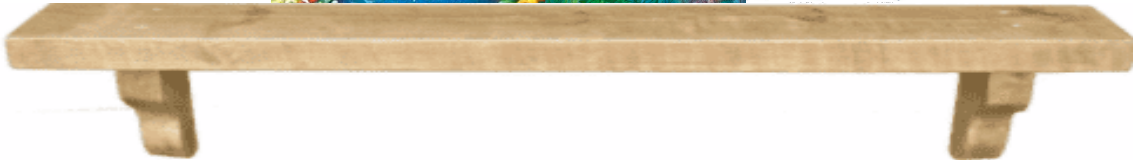
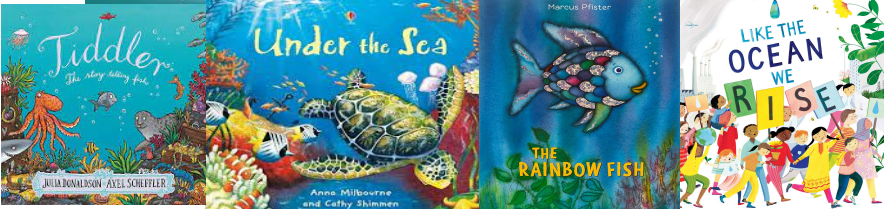
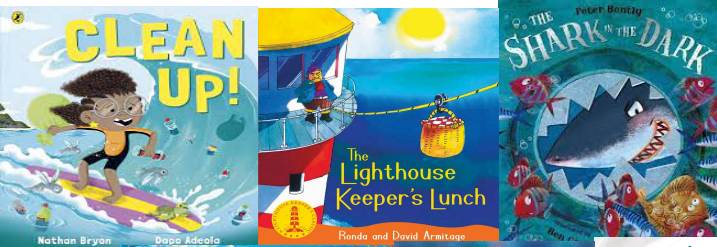


**On the Beach/ Moving on Summer 2**

- Key knowledge:**
- To look at a range of fiction and nonfiction texts and be able to retrieve simple information
  - To write simple sentences that can be read by others
  - Form letters to correct way round using their 'perfect pencil grip'
  - Sharing and grouping
  - Identifying odd and even numbers
  - Deepening understanding of patterns and relationships
  - Be able to record addition and subtraction facts to 10
  - Verbally count beyond 20
  - Draw information from a simple map
  - Begin to understand how to help with plastic pollution and the reasons for recycling at home
  - Look at similarities and differences between the natural world around them and a contrasting environment
  - To have a basic understanding of how plastic is affecting our oceans.

- Key Vocabulary**
- Pollution - the introduction of harmful materials into the environment
  - Dissect - cut up to look at internal body parts
  - Coastguards - an organisation helping to take care of coastal waters
  - Recycle - to collect and treat objects which can be used again
  - Global warming - the long-term heating of the Earth's surface



**Prior knowledge:**  
 I can name some animals and their babies

**Future knowledge:**  
 To learn what childhood was like in the 1950's



These are the objectives from the Early Years Curriculum that we will be focusing on in Summer 2024.

Communication and Language	Personal Social and Emotional development	Physical Development	Literacy
<p>We will learn to...</p> <ul style="list-style-type: none"> <li>● Articulate their ideas and thoughts in well-formed sentences.</li> <li>● Use new vocabulary in different contexts</li> <li>● Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</li> <li>● Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>● Build constructive and respectful relationships.</li> <li>● Be able to take turns with others.</li> <li>● Show resilience and perseverance in the face of challenge.</li> <li>● Know right from wrong and try to behave accordingly.</li> <li>● Think about the perspective of others.</li> <li>● Begin to regulate their behaviour.</li> <li>● Know and talk about the different factors that support their overall health and wellbeing:</li> <li>● regular physical activity               <ul style="list-style-type: none"> <li>○ healthy eating</li> <li>○ toothbrushing</li> <li>○ sensible amounts of 'screen time'</li> <li>○ having a good sleep routine</li> <li>○ being a safe pedestrian</li> </ul> </li> </ul>	<p>We will learn...</p> <ul style="list-style-type: none"> <li>● Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>● Use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>● Develop the foundations of a handwriting style which is fast, accurate and efficient .</li> <li>● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<p>We will learn to ...</p> <ul style="list-style-type: none"> <li>● Form lower-case and capital letters correctly.</li> <li>● Read common exception words matched to the school's phonics programme.</li> <li>● Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</li> <li>● Re-read what they have written to check that it makes sense..</li> </ul>



Mathematics	Understanding the World	Expressive Arts and Design	AT HOME
<p>(White Rose)</p> <p>We will learn to...</p> <ul style="list-style-type: none"><li>● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li><li>● Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li><li>● Count beyond 20.</li><li>● Automatically recall number bonds for numbers 0–10.</li><li>● Subitise.</li></ul>	<p>We will learn to...</p> <ul style="list-style-type: none"><li>● Comment on images of familiar situations in the past.</li><li>● Compare and contrast characters from stories, including figures from the past.</li><li>● Draw information from a simple map (revisit)</li><li>● Explore the natural world around them (Spring to Summer)</li><li>● Describe what they see, hear and feel whilst outside.</li></ul>	<p>We will learn to...</p> <ul style="list-style-type: none"><li>● Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>● Explore and engage in music making and dance, performing solo or in groups</li><li>● Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>● Watch and talk about dance and performance art, expressing their feelings and responses.</li></ul>	<p>You can help us by...</p> <ul style="list-style-type: none"><li>● Sharing books and stories every day (Recording in reading record)</li><li>● Reading your child's book at home which has been sent in their book bag (Books changed every Friday)</li><li>● Practising their phonics using the QR codes sent home</li><li>● Discussing what we see in the world around us, for instance, while out shopping or on a walk</li><li>● Looking for signs of Spring/Summer together</li><li>● Encourage writing for different reasons, such as: shopping lists, stories, recipes, birthday cards</li><li>● Encourage independence when going to the toilet, getting dressed, eating or tidying up (Choose it, use it, put it away)</li><li>● Counting everyday things (steps, fruit, cups on the table) and noticing numbers around us (number on your front door, number on the bus, numbers on the remote)</li><li>● Practising number formation</li></ul>





## **Be interested in and pose questions/find answers ...**

- Why are people worried about litter on beaches?
- What sea creatures can you name?
- Can you write your numbers to 10? Can you write them to 20?
- Can you count beyond 20?
- What odd and even numbers can you name? How do you know if they are odd or even?
- Can you write your first and last name?
- Can you research 'The Deep' in Hull and write down what we might see when we go there?