

**Physical Development:**

Depending on their age and stage of development children will be learning to:

**Reception:** Change for PE independently and engage fully in PE lessons, continuing to develop skills. Summer 1 PE Focus Ball Skills; Summer 2 PE Focus on Athletics. Engage in a wide range of physical play outdoors with skill and safety. Use mature tripod grip and form most letters recognisably.

**Nursery 3–4-year-olds:** Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip consistently, and write some letters of their name independently, copying the others. Use scissors effectively to follow straight lines when cutting and cut out simple shapes.

**2-Year-olds:** Engage in a range of physical activities outdoors with decreasing adult support. Use a variety of tools for mark making with palmar grip. Roll playdough into balls and make snakes. Use loop scissors to snip along a line. Take off shoes and coat and begin to put own coat on with support.

**Personal, Social and Emotional Development: All:** Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours, turn-taking, sharing and early conflict resolution at an appropriate level for their age and stage. (See Curricular Goals) Continue to develop age-appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.



**General Information: Please remember to:**

- ★ Make sure your child brings a named book bag (**Reception**) or other suitable bag (**Nursery**) daily for transporting spare clothes, letters etc.
- ★ Label all your child's clothes, bags etc- initials with a marker pen is fine!
- ★ Please bring your child through the side gate and line up with them outside Class 1 door ready for 8:45 am start. Pick them up at 3:15 pm. All drop-offs and pick-ups are from the Class 1 door.
- ★ Please send your child into school with a named water bottle; they will bring it home daily to be refreshed.
- ★ The children have PE usually on Friday mornings. Please make sure Reception children always have a named PE kit in school. Nursery children will not be required to change for PE, but it would be very helpful if they had a spare set of comfortable clothes in school at all times.
- ★ **Please send your child in with sun cream and a hat when it looks like it will be sunny and a raincoat every day!**
- ★ Please talk to us about anything you that is worrying you or that you would like to know more about.

**Communication & Language:**



Depending on their age and stage of development children will be learning to:

**Reception:** Listen and respond appropriately to others in whole class groups. Listen to ideas of peers without interrupting. Express ideas in sentences including giving clear explanations of why or how something happens. Pretend play: Play imaginatively with others taking on different roles, and creating a joint narrative to their play, beginning to listen to the views of others.

**Nursery 3–4-year-olds:** Listen and respond in whole class group activities. Talk to adults and other children in sentences including a sequence of events using past tenses or saying what is going to happen next. Recount facts they have learned and answer simple why and how questions appropriately. Pretend play: Engage in role play about less familiar situations e.g. start to role play pirates and sea creatures from stories and non-fiction texts. Engage in extended small world play giving commentaries or add voices to this type of play.

**2-Year-olds:** Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and comment on the 'here and now' e.g. Pretend play: Engage in pretend play in role play area or outside using some objects to represent other things. Recognise story props and costumes related to our topic and engage with them in simple role play including pirates or sea creatures. Carry out simple small world pretend play sequences.

**Literacy:**

Class Texts: *On a Pirate Ship,* *'The Pirates are Coming,'* *'The Treasure of Pirate Frank,'* *'Night Pirates.'* *Hooray for Fish,* *'Mr Seahorse,'*  *'My Little Book of Ocean Life'* (Non-fiction) *'Julian is a Mermaid,'*  *Seaside Poems,'* *'The Rainbow Fish.'* Reception: Reading Comprehension: Ask and answer complex questions about texts.

**Phonics:** Continue consolidating how to read and write all **RWI Set 2** and many **RWI Set 3** sounds, learning the remaining RWI Set 3 Letter Sounds. Read a range of 'red' words. **Writing:** Write phonetically plausible sentences for a range of purposes which can be read by others with some correctly spelled irregular 'red' words.

**Nursery 3–4-year-olds:** engage with whole class stories or non-fiction books and show understanding by answering who, what, and where, when and simple why and how questions or through pretend play, Phonics: spot pairs of rhyming words and continue a rhyming string. Identify objects or pictures from a small group by their initial sounds or by orally blending sounds. Start to identify initial sounds in words for others to guess in I spy games and begin to orally segment CVC words. Play sound lotto games. Tap out multi syllabic words or short phrases. Writing: Develop use of 'writing' in pretend play and write one or more letters from own name independently. **2-year olds:** Enjoy sharing familiar stories in groups, fill in gaps with key words, and join in with repeated refrains. Answer simple who, what and where questions about familiar stories. Phonics: join in with a range of rhythmical and rhyming activities and say or sing some nursery rhymes and

**Expressive Art and Design:**

**Reception:** Techniques: Felting (working with textiles). Experimenting with water, paint, sand and salt. Large scale painting with brushes, spray bottles and splatter painting. Genres: Expressionism. Key Artists: Georgia O'Keefe (textiles), Maggie Hambling, Jessica Warboys and Jackson Pollack.

Learn new action songs relating to topic. Construct, collage, paint and draw things relating to the pirate and seaside topic. Make pirate maps to show where to find buried treasure. Learn some action songs and dance moves for an end of year performance.

**Music: Charanga; Unit 5 'Big Bear Funk': Unit 6: Reflect, Rewind, & Replay.**

**Nursery 3–4-year-olds:** As Reception with support when necessary. Engage in pretend play with others using objects to represent other objects and complex small world play. Listen attentively to sounds or music and respond to what they hear expressing their thoughts and feelings. Sing entire songs, copying the melodic shape, play instruments and start to create their own songs or music. Choose from different materials and textures to create own ideas, joining them together independently. Draw shapes to represent objects and faces with features, beginning to show different emotions in their drawings.

**2-year-olds:** Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities. Engage in simple pretend play sequences using realistic objects and other materials to represent their ideas. Begin to use imagination to model or combine different materials e.g. playdough, junk modelling, Duplo. Express ideas or feelings through mark making with different media.

**RE: Reception: Diocesan Syllabus: Summer 1 F5: Which places are special and why?** (Include Visits or Visitors as appropriate. Summer 2: **F6: Which Stories are special and why?**

**Understanding the World:**

**Reception:** Learn about the difference between pirates in stories and real-life pirates in the past. Learn about and compare different animals and plants found under the sea using non-fiction texts and the internet and compare with those who live on land. Think about how we can keep the sea clean and safe for animals and plants. Also learn about seaside safety and the work of the RNLI

**Nursery 3–4-Year-olds:**

Gain awareness about different habitats & things that are found there e.g. shells, pebbles on the beach, fish, dolphins, etc in the sea. Know that some things float and others sink. Recognise people who help us e.g. RNLI

**2-year-olds:** Begin to be aware of dangers and begin to understand that some things should not be tasted or touched. Notice differences between individual people or animals and different environments.

## EYFS Unit Summer Term 1 & 2    Mrs Wilkinson, Mrs Gill & Mrs Hulbert    Topic: Pirates and The Sea

action songs and independently.

**Maths: Reception: White Rose: Phases:** Complete **‘To 20 and Beyond’**: Building numbers beyond 10, Counting patterns beyond 10, Spatial Reasoning (1) Match, Rotate & Manipulate, **First, then Now:** Adding More and Taking Away, Spatial Reasoning (2): Compose & Decompose; **Find My Pattern:** Doubling, Sharing & Grouping, Even & Odd, Spatial Reasoning (3) Visualise & Build, **On the Move:** Deepening Understanding, Patterns & Relationships, Spatial Reasoning (4) Mapping.

**Nursery 3–4-year-olds;** Count objects to 10 consistently, counting with one-to- one correspondence for up to 10 objects, Respond to ‘how many altogether?’ Make small same size sets of dissimilar items (up to 5 in a set) e.g. find 4 bears to go with 4 chairs. Count different things e.g. steps, hops, claps. Share up to 4 objects between 2 people fairly to count objects. Compare numbers up to 10 and talk about one more and one less. Consolidate recognition and naming of 2D shapes triangle, circle; square, rectangle. Complete simple jigsaws with up to 10 pieces.

**2-year-olds:** Join in with familiar number rhymes and songs and recite number names to 10. Count objects up to 5 consistently with 1-1 correspondence and rote count above 5 but not always in the right order or missing some. Build with different resources and start complete start to complete a jigsaw with least 5 pieces independently. Talk about differences in sizes, heights and weights in everyday situations: big/small, heavy /light, tall or high. Notice patterns in the environment and begin to share out objects to others (not necessarily equally). Match objects, shapes or colours and start recognising circles, squares and triangles. Stack 8-10 bricks.

### **Topic vocabulary: Summer 1 & 2 Pirates & The Sea**

summer  
 story, poem, fiction  
 information book, non-fiction  
 fish, crab, lobster, starfish, dolphin, whale, octopus, shark, seahorse hammerhead shark, swordfish, puffer fish, shellfish, shells, jelly fish, anemone, coral, seaweed, tentacles, suckers, claws, teeth, jaws, gills, fins, sea creatures  
 warm, cold, water, float, sink, swim, dive, sting,  
 stripy, spotty, then fat, flat, whirly, twirly, twin, thin, smelly, wobbly, rough, smooth, prickly, same, different  
 size, centimetres, metres  
 sea, ocean, underwater, waves, tides, beach, sand, shore, harbour, port  
 lifeguards, lifeboats, rescue, save, water safety  
 boat, ship, submarine, sails, rigging, anchor, crow’s nest  
 pirates, ahoy, aboard, captain, shipmate, crew, mermaid, boy, girl  
 treasure, gold, doubloons, jewels, map, eye patch, telescope, parrot, peg leg, island, cannon, cabin, deck  
 row, sail, climb, escape, chase, find, dig, swim, drown.