

Please note. this topic web is intended as a guide and may be subject to change in order to address the interests of the children as the summer term progresses.

Communication and Language

Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Continue to develop understanding of 'how' and 'why' questions.

Use vocabulary focused on objects and people that are of particular importance to them.

Build up vocabulary that reflects the breadth of their experiences and develop new vocabulary related to seaside topic.

Use talk in pretending that objects stand for something else in play, e.g. 'This box is my boat.'

Literacy

Continue to look at books with more independence, holding them the correct way up, turning pages and handling them with increasing care.

Continue to develop understanding of how stories are structured. Continue to listen to stories with increasing attention and talk about the main story settings, events, and principal characters. Talk about the marks that they see in different places such as displays around school and in their local environment.

Books:

The Spell Shell - Roderick Hunt

Tiddler - Julia Donaldson

Commotion in the Ocean - Giles Andreae

Magic Beach - Alison Lester

A House for Hermit Crab - Eric Carle

Lucy and Tom at the Seaside - Shirley Hughes

Somebody Swallowed Stanley - Sarah Roberts

The World

Talk about why things happen and how things work, through investigating floating/sinking.

Developing an understanding of growth, decay and changes over time, e.g. exploring melting of ice creams & ice lollies, Shows care and concern for living things and the environment - Talking about how we can care for our local beaches.

Explore the properties of wet and dry sand.

Personal Social and Emotional Development

Keep play going by responding to what others are saying or doing.

Enjoy the responsibility of carrying out small tasks.

Develop confidence with unfamiliar people and new social situations.

Be able to adapt behaviour to different events, social situations and changes in routine.

Begin to accept the needs of others and take turns and share resources.

Prepare for transition to F2.

Books:

Sharing a Shell - Julia Donaldson

The Rainbow Fish - Marcus Pfister

Alfie Gives a Hand - Shirley Hughes

Physical Development

Dress with more independence for instance when putting on coat or dressing up clothes.

Draw lines and circles using gross motor movements. Continue to develop skills when using tools and equipment, e.g., makes snips in paper with child scissors.

Copy some letters, e.g., letters from their name. Begin to hold a pencil near the point between first two fingers and thumb and use it with some control.

Maths

Number

Subitise with increasing confidence numbers to 5 in different contexts and different arrangements.

Count forwards to 10 and beyond.

Know that numbers identify how many objects are in a set.

Continue to separate a group of three or four objects in different ways, recognising that the total is still the same.

Match some numerals and quantities correctly.

Shape Space and Measure

Continue developing use and understanding of positional language such as: in, on, under, over. Show an interest in shapes and creating arrangements of shapes.

Begin to talk about and describe the shapes of everyday objects, e.g. 'round' and 'tall'.

Seaside

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Technology

Continue to explore interactive games on the smartboard, computer and iPad, showing confidence and more control. Continue to develop skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images e.g. Bee Bots, talking tins, wind up water toys.

People and Communities

Remember and talk about significant events in their own experience such as trips to the beach. And seaside holidays.

Recognise and describe special times or events for family or friends such as birthdays, moving house etc.

Expressive Arts and Design

Music- Charanga Unit 6 Summer 2 - Reflect, Rewind & Replay.

- Listening and responding to different styles of music
- Improvisation using voices and instruments.
- Exploring rhythm
- Sharing and performing the learning that has taken place

Continue to select tools to be used for a purpose for example, different scissors/paint brushes to achieve different effects.

Capture experiences and responses with a range of media, such as music, dance, paint and dough.