

Vocabulary

lighthouse	seagulls
sunshine	napkins
herring	rock
coastline	lifeboat
telescope	weather
beach	seaside
daisy	sunflower
sun glasses	sun cream



Aspiration and significant people

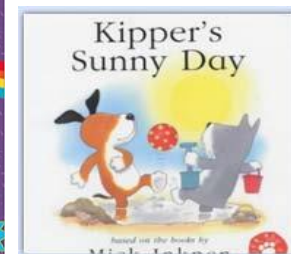
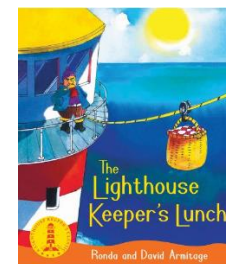
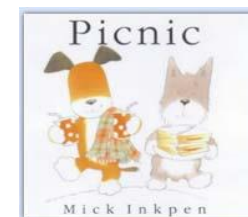
I want to be a **coast guard** or a **meteorologist**.
A **meteorologist** is a scientist who studies weather.
Shefali Oza (born 24 September 1967) is an Indian TV personality and the main **weather presenter** on BBC Birmingham's Midlands Today.

LOVE GOD, LOVE OTHER LET YOUR LIGHT SHINE

Famous Quote: "Friends, sun, sand and sea...that sounds like summer to me!"



Book List



Outdoor learning

Outdoor fishing game with numbered/ lettered fish.
Have a selection of measuring jugs and funnels in the sand area to explore capacity.
Have a selection of shells available for the children to explore. Can they make repeating patterns with them?

Parental Engagement

Plan a picnic in the park.
Visit the Water Fountains at the Arboretum.

Enrichment

Have a class picnic and invite parents to share stories.
A day trip to the seaside.

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance
- Explain the reasons for rules,
- Manage their own basic hygiene and personal needs
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Cool Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Lovely Literacy

- Demonstrate understanding of what has been read and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



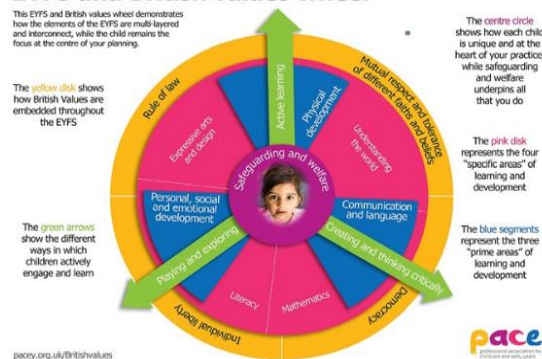
Marvellous Mathematics

- Have a deep understanding of number to 10, including the composition of each number;
 - Subitise (recognise quantities without counting) up to 5; 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 double facts.
 - Verbally count beyond 20, recognising the pattern of the counting system;
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EYFS and British values wheel



Expressive Arts

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Personal, Social and Emotional Development

- Put the children into small teams and provide them with fabric, pegs and umbrellas. Challenge the teams to use their materials to create areas of shade outside.
- Discuss the different characters throughout the story How are they feeling? Why? Why do the seagulls take the food?
- During child-initiated play, take photos of the children in your class. Share these photos along with photos from the autumn term. Can the children talk about how they have changed, grown and what they have learnt since then?
- Discuss water safety How can we stay safe in the sun?
- Provide a camera or mirror and different feelings. Encourage the children to choose a picture and make a face to show how that picture makes them feel.
- Hide seaside themed objects around the outdoor area. Encourage the children to work as a team to find them.

Cool Communication and Language

- Discuss with the children their favourite things about summer. Share a summer themed story with the children such as 'The Lighthouse Keeper's Lunch'.
- Place the children into pairs and invite one child to put on the blindfold. Challenge the other child to describe one of the objects, for example a shell. Can their partner guess what it could be?
- In a tray, cut up some summer fruits, for example strawberries, raspberries or mango. Invite the children to taste the fruits wearing blindfolds or while closing their eyes. Support the children to describe the taste of each fruit.

Physical Development

In the outside area, create a summer-themed obstacle course. Challenge the children to keep a summer accessory on, such as large sunglasses or a floppy hat, as they complete it. Encourage the children to work together in teams to create lighthouses in the block/construction area.

Sport's Day.
See PE curriculum separately.

Lovely Literacy

- Remind the children of their summer senses words. As a class, use these words to create a summer senses story.
- Write some summer CVC/CVCC/CCVC words on the back of these [Summer Postcards](#) for the children to read and create summer sentences.
- Write a shopping list for Mrs Grinling (The Lighthouse Keepers Lunch).
- We will continue with our daily phonics and handwriting sessions.



Marvellous Mathematics

- Hide seven shells in the learning environment and share a letter from a sad mermaid. She has lost some of her special shells, can the children help? She should have ten shells altogether and she can only find three. Support the children to count on to find out how many shells they need to find.
- Explain to the children that you are packing your case for a holiday and you don't want it to be too heavy. Provide some summer-themed objects for the children weigh using a balance scale. Encourage the children to share their predictions and findings about what you should take.
- Set up a pulley system for children to transport a bucket or basket between two points. Encourage them to explore different weights of objects and see which are easy or hard to move.
- Use pennies to pay for summer items for a picnic.

Understanding the World

- Enjoy some planting and growing with the children. Plant some lettuce seeds and mark each one with the children's names. Encourage the children to take care of their lettuce and allow them to take it home at the end of term.
- Using fresh fruits, make some ice lollies for the children to enjoy and observe the process of freezing and melting.
- Encourage children to explore maps and create their own areas in the outside area using the maps e.g. 'This is the beach, this is the lighthouse and this is the sea!'

Characteristics of effective Learning

Playing and exploring

Active learning

Creating and thinking critically

Expressive Arts

Using props and masks, allow the children to explore the story 'The Lighthouse Keepers Lunch.'

Plan a class picnic – Food Design (sandwiches)

- Painting junk model lighthouses.
- Sing Sea shanties

Plan and build a sand castle.

Golden Oranges

Golden oranges on the tree,
ripening in the sun.
A little girl skipped by
and she picked one.

Golden oranges on the tree,
ripening in the sun.
A little boy ran by
and he picked one.

Golden oranges on the tree,
ripening in the sun.
A little bird flew by
and she picked one.

Golden oranges on the tree,
ripening in the sun.
A little soldier marched by
and he picked one.

Author Unknown

Teddy Bears' Picnic

Activity Ideas



Summer, Summer

Summer, Summer,
Is almost here,
Time for fun,
And swimming gear.

Trips to the beach,
Are always such fun,
Along with baseball,
And games where we run.

Summer, Summer,
Is almost here,
I can hardly wait,
Let's give a big CHEER!!



Summer

Playing outside
having fun,
Picnics in the
summer sun.

Picking daisies,
Catching bees,
Birds are singing
In the trees.



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