

I Wonder About the Oceans

Summer 2

Vocabulary

Abyss	Turtle
Arctic Ocean	Dolphin
Atlantic Ocean	Jellyfish
Coral	Starfish
Current	Crab
Indian Ocean	Shark
Pacific Ocean	Seal
Southern Ocean	Seaweed
Sunlight	Lobster
Zones	Squid
Pollutions	Whale
Midnight	Sea Horse
Sea life	
Beach	
Shells	
Twilight	
Trenches	
Waves	
Water	
Deep	

Communication and Language

Communication and Language is developed throughout the year and is a fundamental for supporting the EYFS curriculum. We develop C&L through daily discussions, high quality interactions, well planned provision linking to children's interests, story time, Talk Through Stories, nursery rhymes, small group and whole class discussions. We also provide opportunities for members of the local community, parents and professionals to visit us in school.

Where our Learning Might Take Us:

(Personal Social, Emotional and people, Culture and Communities)

TenTen

Created to Love Others
Safe Inside and Out
My Body, My Rules
Feeling Poorly
People Who Help Us

Created to Love Others
God Is love
Loving God, Loving Others
Me, You, Us



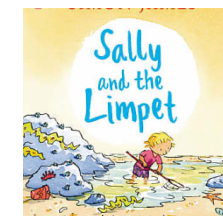
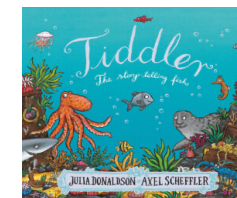
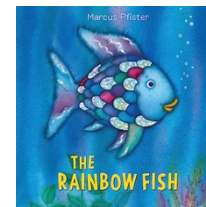
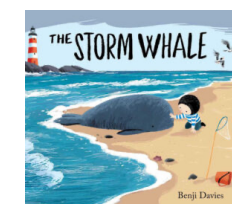
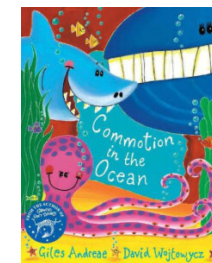
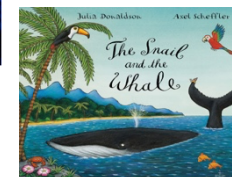
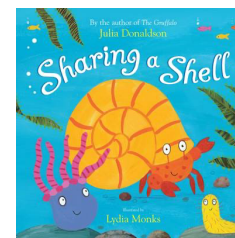
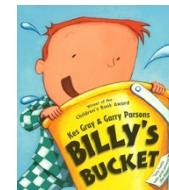
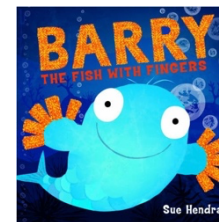
RE

Hear about St Paul and St Peter
Local Community Parish faith
and why it is important to them.

Explore a range of pictures of Jesus from a non-European tradition.



Books we might read



Physical Development

Gross and fine motor skills

PE- Games (Get Set 4 PE) / Sports Day

Daily fine or gross motor skills activities

Planned provision activities to enhance skills

Getting dressed for PE

Learning about personal hygiene

Lining up and queuing at lunch times and other times in the school day.

Expressive Arts and Design:

Fruit Kebabs

Painting and Mixed Media

Boats

Junk Modelling

Fruit tasting

I Wonder About the Oceans

Understanding the World

What does the ocean look like?
 What lives in the ocean?
 What sounds might you hear in the ocean?
 What colours can you see in the ocean?
 Have you ever been to the beach? What did you see there?
 What do you think it would be like to live under the sea?
 What do you think makes the ocean salty?
 Can you name any oceans or seas?
 What is the difference between a sea and an ocean?
 How does the ocean help us?
 What is your favourite ocean animal?
 Can you draw or build your favourite ocean animal?
 What do different sea creatures eat?
 How do sea creatures move?
 How do some sea creatures protect themselves? (e.g., camouflage)
 Do you know any interesting facts about sea creatures?
 What would it feel like to be a sea creature?
 What adventures could you have in the ocean?
 If you could be any ocean creature, what would you be and why?
 Imagine you are a drop of water in the ocean. What would you see and do?
 What would it be like to live on a boat or in a lighthouse?
 Would you rather explore the ocean or explore space?
 Would you rather be a shark or a seal

Past and Present

Oceans over time and how we as humans have impacted and what we can do to help for the future.

Maths

Master The Curriculum

Length, Height and Time

Building 9 and 10

Explore 3D Shapes

TO 20 and Beyond

How Many?

Manipulate, Compose and Decompose

Sharing and Grouping

Visualise, Build and Make

Make Connections



Extra Enhancements:

- Maryport Aquarium Visit
- Sports Day
- Fruit tasting
- Fruit kebab making
- Transition Morning
- Library Van Visit
- French Café
- Pirate Day

Summer 2

Literacy

Reading

We follow RWI in Reception. Children will continue to learn Set 1 and 2 sounds. Children will be listened to read once a week in school. To help their learning, it would be beneficial to listen to them read their schoolbook every night. To enhance their imagination, language and understanding, it is recommended to read a book with your child each night.

Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng

Speed Sounds Set 2

ay	ee	igh	ow	oo
oo	ar	or	air	ir
ou	oy			
ea	oi			
a-e	i-e	o-e	u-e	aw
are	ur	er	ow	ai
oa	ew	ire	ear	ure

Some children will bring a 'book bag' book home, a phonics blending/ reading book or sheet and all children will have a library book. Book bags will be collected on a Thursday, and children will receive their new reading/phonics book(s) and library on a Friday

Writing

We follow Oak Academy for our Literacy units. This term, we will continue to write sentences independently linked to a theme or text. We will also write our own postcards, retell a story, labelling, and write facts. The children will have opportunities to continue to develop their letter formations, CVC word writing, name writing, labelling, story mapping, sentence building/writing, and retelling stories.

Learning at Home

Encouraging conversation about what has been learnt at school and helping support their knowledge and development.

Children can count confidently to 10. When out and about, asking them to count objects like cars, trees, and flowers or when at home count and sort items like socks, cutlery etc.

Children can write independently and should be supported to write words and phrases using their phonics knowledge by sounding out and remembering red words.

Continue to recap phonics sounds and manipulate them to create CVC words. For example, 'p - i - g' or 'd - o - g'.

Complete any 'out of school' tasks that are set.