



Oh, I Do Like to Be Beside the Seaside!

	Week: 1 Week beginning: 3rd June	Week: 2 Week beginning: 10th June	Week: 3 Week beginning: 17th June	Week: 4 Week beginning: 24th June	Week: 5 Week beginning: 1st July	Week: 6 Week beginning: 8th July	Week: 7 Week beginning: 15th July	Week: 8 Week beginning: 22nd July
Focus	Pirates!	At the beach	Under the sea		On the sea	Beach Safety / Looking after the beach/sea	Holidays!	
Characteristics of Effective Learning	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake							
Communication and Language	Focus Rhyme: I'm a Pirate		Focus Rhyme: Row, Row, Row Your Boat		Focus Rhyme: A Sailor Went to Sea, Sea, Sea		Focus Rhyme: Oh, I Do Like to be Beside the Seaside!	
	WellComm: Focused activities							
	<p>B-3: I enjoy singing, music and toys that make sounds; I can listen and respond to a simple instruction; I can understand simple instructions; I can recognise and point to objects if asked about them; I listen to other people's talk with interest; I can make myself understood; I am starting to say how I am feeling, using words as well as actions; I am starting to develop conversation, often jumping from topic to topic; I am developing pretend play; I am developing my speech sounds; I can listen to simple stories and understand what is happening, with the help of the pictures; I can identify familiar objects and properties for practitioners when they are described; I can understand and act on longer sentences; I understand simple questions about 'who', 'what' and 'where'.</p> <p>3-4: I enjoy listening to longer stories and can remember much of what happens; I can pay attention to more than one thing at a time; I can use a wider range of vocabulary; I can understand a question or instruction that has two parts; I can understand 'why' questions; I can sing a large repertoire of songs; I know many rhymes, I can talk about familiar books, and I can tell a long story; I am developing my communication and pronunciation; I can use longer sentences of four to six words; I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions; I can start a conversation with an adult or a friend and continue it for many turns; I can use talk to organise myself and my play.</p>							
Personal, Social and Emotional Development	SCARF: Growing and Changing – Growing and changing in nature		SCARF: Growing and Changing – When I was a baby		SCARF: Growing and Changing – Girls, boys and families			
	<p>B-3: I am finding ways to calm myself; I am establishing my sense of self; I can express my preferences and decisions; I am trying new things and starting to establish my autonomy; I can engage with others through gestures, gaze and talk; I can use engagement with others to achieve a goal; I am finding ways of managing transitions; I am thriving as I develop self-assurance; I can play with increasing confidence on my own and with other children; I feel confident when I am taken out around the local neighbourhood, and I enjoy exploring new places; I feel strong enough to express a range of emotions; I am growing in independence; I am beginning to show 'effortful control'; I am increasingly able to talk about and manage my emotions; I notice and ask questions about differences; I am developing friendships with other children; I can safely explore my emotions beyond my normal range through play and stories; I can talk about my feelings in more elaborated ways; I am learning to use the toilet with help, and then independently.</p>							

	<p>3-4: I can select and use activities and resources, with help when needed; I am developing my sense of responsibility and membership of a community; I am becoming more outgoing with unfamiliar people; I am showing more confidence in new social situations; I can play with one or more other children, extending and elaborating play ideas; I can find solutions to conflicts and rivalries; I can increasingly follow rules, understanding why they are important; I can remember rules without needing an adult to remind me; I am developing appropriate ways of being assertive; I can talk with others to solve conflicts; I can talk about my feelings; I am understanding gradually how others might be feeling; I am becoming increasingly independent in meeting my own care needs; I can make healthy choices.</p>							
Physical Development	<p>Healthy Movers: Hot Hot Hot Treasure</p> <p>Squiggle While You Wiggle</p>	<p>Cosmic Kids Yoga: Popcorn the Dolphin</p> <p>Squiggle While You Wiggle</p>	<p>Healthy Movers: Deep Blue Sea</p> <p>Squiggle While You Wiggle</p>	<p>Cosmic Kids Yoga: All About Boats</p> <p>Squiggle While You Wiggle</p>	<p>Cosmic Kids Yoga: Nibs the Octopus</p> <p>Squiggle While You Wiggle</p>	<p>Cosmic Kids Yoga: Calypso the Flamingo</p> <p>Squiggle While You Wiggle</p>	<p>Healthy Movers: We are Brilliant!</p> <p>Squiggle While You Wiggle</p>	<p>Cosmic Kids Yoga: Beach Yoga for Kids (Yoga Club)</p> <p>Squiggle While You Wiggle</p>
	<p>B-3: I enjoy moving when outdoors and inside; I can pass things from one hand to the other; I am gradually gaining control of my whole body through continual practice of large movements; I can clap and stamp to music; I am enjoying starting to kick, throw and catch balls; I can build independently with a range of appropriate resources; I can walk, run, jump and climb, and I am starting to use the stairs independently; I can spin, roll and independently use ropes and swings; I can sit on a push-along wheeled toy, use a scooter or ride a tricycle; I can use large and small motor skills to do things independently; I am showing an increasing desire to be independent; I am starting to eat independently and learning how to use a knife and fork; I am developing manipulation and control; I can explore different materials and tools.</p> <p>3-4: I am continuing to develop my movement, balancing, riding and ball skills; I can go up steps and stairs, or climb up apparatus, using alternate feet; I can skip, hop, stand on one leg and hold a pose for a game; I can use large-muscle movements to wave flags and streamers, paint and make marks; I am starting to take part in some group activities which I make up for myself, or in teams; I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm; I can match my developing physical skills to tasks and activities in the setting; I can choose the right resources to carry out my own plan; I can collaborate with others to manage large items; I can use one-handed tools and equipment; I can use a comfortable grip with good control when holding pens and pencils; I am showing a preference for a dominant hand; I am becoming increasingly independent as I get dressed and undressed.</p>							
Literacy	<p>Focus Text: Ten Little Pirates</p> <p>Nursery Rhymes</p>		<p>Focus Text: The Fish Who Could Wish</p> <p>Nursery Rhymes</p>		<p>Focus Text: Mr Seahorse</p>		<p>Focus Text: She Sells Seashells</p>	
	<p>B-3: I can develop play around favourite stories using props; I can use the speech sounds p, b, m, w; I can pronounce l, r, w, y, f, th, s, sh, ch, dz, j and multisyllabic words; I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo; I can make marks on my pictures to stand for my name.</p> <p>3-4: I can engage in extended conversations about stories, learning new vocabulary; I can write some letters accurately.</p> <p>Daily story time – all children Daily rhyme time – Nursery children Nursery RWInc Speed Sounds (Set 1 sounds) – Preschool children Pinny Time/Fred Talk</p>							
Mathematics	<p>Number Composition Composition of 3</p>	<p>What comes after? Full number track</p>	<p>What comes before? Full number track</p>	<p>Numbers to 5 Birthday party 1 to 1 Digit stars</p>	<p>Consolidation Composition Focus Rhyme:</p>	<p>Consolidation More or fewer Focus Rhyme:</p>	<p>Consolidation Shape Patterns Focus Rhyme:</p>	<p>Consolidation What comes after?</p>

	Composition of 4 Composition of 3 and 4 <u>Focus Rhyme:</u> One Big Hippo	Hidden number Build a number line <u>Focus Rhyme:</u> Sleeping Bunnies	Missing number Puzzle <u>Focus Rhyme:</u> Five Little Monkeys	Number maze <u>Focus Rhyme:</u> Five Little Apples	When I was 1	When I was 1	When I was 1	<u>Focus Rhyme:</u> When I was 1
	<p>B-3: I can compare sizes, weights, etc, using gesture and language – ‘bigger/little/smaller’, ‘high/low’, ‘tall/heavy’; I can notice patterns and arrange things in patterns.</p> <p>3-4: I can talk about and identify the patterns around me, for example, stripes on clothes, designs on rugs and wallpaper; I can use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc; I can extend and create ABAB patterns (stick, leaf, stick, leaf); I can notice and correct an error in a repeating pattern; I am beginning to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>							
Understanding the world	<p>Learning about pirates – what is a pirate? Exploring treasure and maps What can we find on the beach? What lives under the sea? Mermaids: fact or fiction? Exploring the Great Barrier Reef Exploring floating and sinking objects Finding out about fishermen and harbours (Mousehole Cat) Finding out about lifeguards and the RNLI (visit?) Beach trip Where shall we go and how will we get there? What shall we pack?</p>							
	<p>B-3: I can repeat actions that have an effect; I can explore materials with different properties; I can explore natural materials, indoors and outside; I can explore and respond to different natural phenomena in my setting and on trips; I can make connections between the features of my family and other families; I notice differences between people.</p> <p>3-4: I can use all my senses in hands-on exploration of natural materials; I can explore collections of materials with similar and/or different properties; I can talk about what I see, using a wide vocabulary; I am beginning to make sense of my own life-story and family history; I can show interest in different occupations; I can explore how things work; I can plant seeds and care for growing plants; I understand the key features of the life cycle of a plant and an animal; I am beginning to understand the need to respect and care for the natural environment and all living things; I can explore and talk about different forces I can feel; I can talk about the differences between materials and changes I notice; I am continuing to develop a positive attitude about the differences between people; I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos.</p>							
Expressive arts and design	<p>Making flags Making necklaces using shells and pasta Making pirate hats Drawing treasure maps Making parrots Listening and dancing to sea shanties Transient art with seashells, pebbles and driftwood Making ice-creams Sand painting Making Father's Day cards (16.6.24) Making jellyfish</p>							

Bubblewrap painting fish
Listening to the music from The Little Mermaid
Fork painting pufferfish
Making wooden spoon mermaids
Building boats
Creating boat collages
Making lifeguard puppets
Junk modelling sea creatures
Den building tents
Making aeroplanes
Making and writing postcards
Collage pictures from travel brochures

B-3: I can explore different materials, using all my senses to investigate them; I can manipulate and play with different materials; I can use my imagination as I consider what I can do with different materials; I can make simple models which express my ideas.

3-4: I can play instruments with increasing control to express my feelings and ideas.