

Phase: EYFS	THEME: SUN, SAND AND SEA	TERM: SUMMER 1	DURATION: 6 WEEKS
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**COMMUNICATION AND LANGUAGE**

**Listening and attention:** Children share and enjoy familiar stories and poems. Children accurately anticipating key events and respond to what they hear with relevant comments, questions or actions

**Understanding:** Children begin to follow simple instructions. They react to familiar stories, poems and events. Children answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

**Speaking:** Children will use: signs, symbols, objects and ICT to join in with familiar stories. *Children develop their own narratives and explanations by connecting ideas, stories or events.*

**PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT**

Parts of my Body

- What size are my footprints/handprints.
- Differences and similarities (height/eye colour/hand or foot size).
- I can... (verbs) with my... (part of body) e.g. “I can clap with my hands”.
- Caring hands – what can I do with my hands to show I care?

Growing

- Why do my clothes become too small for me?
- What can I do with my old clothes?

**PHYSICAL DEVELOPMENT**

Games – aiming games

LITERACY	MATHEMATICS	UNDERSTANDING OF THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><b>Stories based around the sun, sea and sand.</b></p> <p><b>Non-Fiction</b></p> <p><b>Poetry</b></p> <p><b>Reading:</b> Children join in with phonics games and rhymes. They use: signs, symbols, objects and ICT to comment about familiar stories and poems. They will read for pleasure. They will track from left to right. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>Writing:</b> Children will participate in 'Write Dance' and other sensory, fine and gross motor activities. They will make marks and form letters using a variety of tools and materials. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p><b>Number –</b></p> <p>Pupils will explore the properties of number in a range of lessons and activities including number rhymes &amp; songs, counting games, exploring Numicon shapes, exploring tactile numerals (squidgy numbers, sandpaper numbers etc), mark making and / or writing numerals</p> <p><b>Measurement</b></p> <p>Pupils will begin to explore the properties of size and position by interacting with resources of varying sizes, comparing objects with clear differences in size, filling and emptying containers (e.g. in sand or water play) and categorise items by size. They will follow daily routines including the use of visual timelines and / or now &amp; next boards. They will join in with songs and rhymes about the days of the week.</p> <p><b>Geometry</b></p> <p>Pupils will join in with activities and games based on shape, exploring resources and competing activities such as jigsaws and inset puzzles, stacking and building activities and exploring 2D shapes to make arrangements, pictures or patterns.</p>	<p><b>Geography –</b> Explore a range of textures e.g. wet and dry sand, pebbles, water etc. Water play. Educational visit to the beach/ Sea Life Centre. Pack a suitcase for a beach holiday. What will we need? Foot spas to experience moving water.</p> <p><b>History – People and communities</b></p> <p>Where in the world in Barnaby Bear?</p> <p>Seaside towns in the past, how did people travel to their destination, where did people go? What did people wear, eat and do when they were on holiday? Summertime sensory boxes and play.</p> <p>R.E Judaism+Christianity People &amp; Places.</p> <p><u><a href="#">Sun, Sand and Sea Science activities (Scientific Enquiry in all)</a></u> <u><a href="#">Physical processes</a></u> <u><a href="#">Sun</a></u></p> <ol style="list-style-type: none"> <li>the sun is hot - its effects on water and wet materials - wet footprints in the playground, photograph and film them drying out on the iPad.</li> <li>shadows – making shadows by blocking the rays – a. puddles in the shade and in direct sunlight, b. who's there? and c. explore different materials make different degrees of shade.</li> </ol> <p><u><a href="#">Materials and their Properties</a></u> <u><a href="#">Ice creams, sand and boats</a></u></p>	<p>Sun sea and sand. Sculpture, printing, collage, painting.</p> <p>See schemes of work: teachers folders, TLR's, Art.</p> <p>Food Technology – link to Literacy books</p> <p>Food Play Music – create the sound of water – hands and feet in water whilst listening to atmospheric water music. Create the sound of water and crunching sand with sensory trays, hands and feet and create sound and wind with fan like activities. Sing more upbeat holiday songs – listen to Caribbean/Hawaiian music to create the ultimate beach experience and incorporate children's names in the songs. <u><a href="#">Seaside symphony – EYFS Music Express</a></u></p>

	<p>Throughout teaching of the Numeracy Curriculum, teaching and learning should include the regular use of ICT including the use of plasma screen, laptops and netbooks to access number rhymes, games and activities (for example on the Education City and Espresso websites), use of iPads / iPods to mark make and play counting games</p>	<p>3. sequencing – what happens to ice cream on a hot day?  4. insulation - How can we keep the ice cream/lolly cold?  5. Sandcastles – changing the nature of sand by adding water, and drying it out by sun power – or hairdryer ☺,  6. also, <i>soluble and non-soluble</i>, mostly the difference when shaken in a bottle – sand, salt and shells – then sieve and strain.  7. boats - floating and sinking water play – sorting - which materials sink, which float, and can you make a boat that with carry a Duplo person, or your own little Noah’s Ark for toy animals?  <a href="#">Life Processes and Living Things</a>  <u>Donkeys and Fish</u>  8. compare donkeys and people – food, body parts, habitats, babies, or donkeys, fish and people – sort using ActivInspire flip charts/or Velcro versions.</p>	
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<p>CURRICULUM ENRICHMENT ACTIVITIES  Geography and MFL week – Around the World</p>	<p>KEY SKILLS</p>
<p>ADDITIONAL RESOURCES – COSTED WHERE POSSIBLE</p>	<p>INTERVENTIONS</p>

Subject	Activity	Resources	Differentiated outcomes	Performance Descriptors from Key Skills Tracker
MAIN SUBJECT: CROSS CURRICULAR:				
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